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N. H. R. DAWSON, *Commissioner*

CIRCULAR OF INFORMATION NO. 4, 1888

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY
EDITED BY HERBERT B. ADAMS

No. 5

EDUCATION IN GEORGIA

BY

CHARLES EDGEWORTH JONES
OF AUGUSTA, GA.
LATE GRADUATE STUDENT AT THE JOHNS HOPKINS UNIVERSITY

WASHINGTON
GOVERNMENT PRINTING OFFICE
1889

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11409—No. 4——1

"Your institution has taken a strong root, and will flourish; and I feel some degree of pride in reflecting that a century hence, when this nascent village [Athens] shall embosom a thousand of the Georgian youths, pursuing the paths of science, it will now and then be said that you gave this land, and I was on the forlorn hope."—PRESIDENT MEIGS: Letter to Governor Milledge, May 11, 1808.

"It [the University of Georgia] was the creation of no one man or set of men; it was the gift of no political party; it was the offspring of no religious or denominational sect; it drew its life and being from the State by whom it was created. It was of the people, by the people, and for the people."—CHARLES Z. MCCORD: Address to Alumni, 1885.

"Had we carried out the views of her early patriots, and the framers of our first Constitution, Georgia would now have a system of education equal, if not superior, to that of any State in the Union."—PRESIDENT CHURCH, in 1845.

*"I regard the education of the children of the State as the grand object of primary importance, which should, if necessary, take precedence of all other questions of State policy. * * * Educate the masses and inculcate virtue and morality, and you lay broad and deep, in the hearts of our people, the only sure foundations of republican liberty and religious toleration; the latter of which is the brightest gem in the Constitution of our country."*—GOVERNOR BROWN: Message of 1858.

"It is not population we want. But we do want a population educated to know how to use their mind and muscle. It is not capital we want. But we do want the wisdom of science and art to know how to use the capital we have. It is not resources we want. Providence has given us more than we know what to do with. Nor, indeed, are we wanting in those higher qualities which ennoble the private and the organic life of a people. What we most need in this critical period is that educated intellect which can direct our energies and discipline our immense power so as to lift up the Commonwealth, and fortify it, at all points, against the inroads of threatening evils."—CHANCELLOR LIPSCOMB, in 1873.

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LETTER.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., October 10, 1888.

The Honorable the SECRETARY OF THE INTERIOR,
Washington, D. C.

SIR: The present monograph was prepared by Mr. Charles Edgeworth Jones, of Augusta, Ga., a son of the historian of that State, and late graduate student of Johns Hopkins University. The work was undertaken by my direction under the supervision of Dr. Herbert B. Adams, editor of the present series of Contributions to American Educational History, and authorized by your predecessor.

Mr. Jones discusses the history of education in the State of Georgia. The inquiry has been carefully prosecuted, and all available sources of information appear to have been intelligently utilized.

The paper opens with a sketch of the educational advantages afforded by the few schools which existed during the colonial epoch.

The formation and conduct of academies after the Revolutionary War are next considered. Among the more prominent were the academies of Sunbury and of Richmond County, which exerted a marked influence at that early period, and constituted the most important factors in the education of the sons of the infant Commonwealth.

The author then addresses himself to a review of the elementary education afforded in the rural schools, the teachers of which were supported by the tuition derived from the attending scholars. Carefully, and with an exhaustive analysis of the laws and constitutional provisions bearing upon the subject, are the rise, development, and decadence of the "poor school system" noted.

Prior to the late Civil War steps had been taken to establish a system of common schools accessible to all white children between the ages of six and eighteen. They were, however, interrupted by the War, and it was not until some five or six years after the cessation of hostilities that the present system of public schools was inaugurated. With the opportunities presented by this system for the instruction of the youths of the State this paper deals fully.

Having discussed these preliminary topics, Mr. Jones turns his attention to the history and present status of higher education in Georgia,

as represented in the University of the State and its branches, in various denominational colleges, and in special institutions designed to facilitate studies in law, medicine, theology, science, and art. All charitable and literary institutions ministering to intellectual, social, and moral improvement receive due consideration.

Upon a review of the whole subject, it will be seen that education in Georgia, both elementary and superior, is practically free, and that within the borders of that State there is no present excuse for illiteracy.

The publication of this contribution to American educational history is respectfully recommended.

Very respectfully, your obedient servant,

N. H. R. DAWSON,
Commissioner.

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EDUCATION IN GEORGIA.

CHAPTER I.

EARLY SCHOOLS IN GEORGIA.

THE ORPHAN HOUSE AT BETHESDA.[1]

The earliest efforts toward education in Georgia found expression in the school for the religious instruction of the Indians, located at Irene, under the conduct of the Moravians,[2] and in the Orphan House established at Bethesda, near Savannah, by the Rev. George Whitefield, in association with his friend the Hon. James Habersham. The former of these continued for only a few years, its existence terminating with the departure of the Moravian settlers for Pennsylvania, in 1738. The other claims a more extended notice, since it constituted the most prominent institution of learning in the colony prior to the Revolution.[3]

ORGANIZATION BY CHARLES WESLEY AND GEORGE WHITEFIELD.

The idea of founding an orphan house in Georgia was suggested by the Rev. Charles Wesley, who, at his meeting with Mr. Whitefield in 1737, convinced him of the educational wants of the plantation and the

[1] Bethesda, Its Founders, etc.; A Historical Sketch, by J. F. Cann.

Sketch of Hon. James Habersham, and Robert H. Griffin's Address. Union Society Records, 1750-1858. Savannah, 1860.

White's Historical Collections of Georgia (New York, 1854, pp. 329-33), containing an account of the institution taken from a pamphlet printed in the year 1746, entitled, "A Brief Account of the Rise, Progress, and Present Situation of the Orphan House in Georgia." Also *Ibid.*, p. 681.

Historical Record of the City of Savannah. Savannah, 1869. Pp. 197-9.

History of Georgia, by Charles C. Jones, Jr., LL. D. Boston, 1883. Vol. I, Chap. XXV.

[2] Jones's History of Georgia, Vol. I, p. 199.

[3] One of the earliest school-masters in the colony was Charles Delamotte, the son of a London merchant and a friend of the Wesleys, who arrived in Savannah early in 1736. (Jones's History of Georgia, Vol. I, p. 204.)

immediate necessity for supplying them. Accordingly, the latter having previously by a personal visit to the colony satisfied his mind of the justness and expediency of the project, petitioned the Georgia trustees, from whom he received a grant of five hundred acres of land as a home for his proposed institution. His next business was to procure the funds requisite for the erection of buildings. With this object in view, Whitefield commenced preaching in the fields. His efforts were eminently successful. "So wonderful," we are told, "were these open-air ministrations, so eloquent was he in utterance, and so powerful in thought and argument, that multitudes flocked to hear him." English liberality was not tardy in responding to his summons, and the contributions to his orphan house multiplied so rapidly that, when he returned to Georgia early in 1740, his receipts amounted to more than one thousand pounds sterling.

Before his arrival his friend, Mr. Habersham, had located the five-hundred-acre grant about ten miles from Savannah, and had begun to clear and stock the land. Meanwhile such orphans as he had collected were entertained and instructed in a house hired for that purpose. Years afterward, in reviewing his conduct in connection with the inception of the institution, Mr. Whitefield remarked:

"Had I proceeded according to the rules of prudence I should have first cleared the land, built the house, and then taken in the orphans; but I found their condition so pitiable and the inhabitants so poor, that I immediately opened an infirmary, hired a large house at a great rent, and took in, at different times, twenty-four orphans."

The first collection made in America in aid of the Orphan House was at the church of the Rev. Mr. Smith, in Charleston, S. C., early in March, 1740. Mr. Whitefield was on a visit to that place, having gone there to meet his brother, who was a ship captain. He was invited to deliver a public address in behalf of his Georgia orphans, and the contribution amounted to seventy pounds. On the 25th of that month, with his own hand, he "laid the first brick of the great house which he called Bethesda, *i. e.*, house of mercy."[1] At this time the orphans under his charge numbered forty. Besides them, there were about sixty servants and workmen to be paid and fed. Having but little to his credit in bank, he again departed to influence subscriptions of money and provisions. By the 5th of June he was welcomed in Savannah, bringing for Bethesda money and supplies valued at more than five hundred pounds. His family, as he termed them, now numbered one hundred and fifty, and their subsistence and compensation depended entirely upon his exertions. He could take no rest, and in a little while was off for Charleston on his way to the populous northern provinces, where the balance of the year was consumed in preaching, and whence he returned to the Or-

[1] This structure, which was finished the same year, was of wood, and measured seventy by forty feet. (Union Society Records, 1750–1858.)

phan House on the 14th of December, having, during his absence, delivered one hundred and seventy-five discourses in public, and secured "upward of seven hundred pounds sterling in goods, provisions, and money for the Georgia orphans." Having spent a happy Christmas with his charge, committing the management of the temporal affairs to Mr. Habersham, and leaving Mr. Jonathan Barber as superintendent of spiritual concerns at Bethesda, he departed early in January, 1741, for England.

DESCRIPTION OF THE ORPHAN HOUSE.

The general arrangements of the institution at this time, and the routine of duties observed by the orphans, are minutely described by an eye-witness, who, after mentioning that the House contained sixty-eight children, the whole family numbering eighty-four persons, besides nineteen laborers about the premises, says: "The bell rings in the morning at sunrise to wake the family. When the children arise, they sing a short hymn, pray by themselves, go down to wash, and by the time they have done that, the bell calls to public worship, when a portion of Scripture is read and expounded, a psalm sung, and the exercises begin and end with prayer. They then breakfast, and afterward some go to their trades, and the rest to school. At noon, they all dine in the same room, and have comfortable and wholesome diet provided. A hymn is sung before and after dinner. Then, in about a half an hour, to school again; and between whiles they find time enough for recreation. A little after sunset, the bell calls to public duty again, which is performed in the same manner as in the morning. After that, they sup and are attended to bed by one of their masters, who then prays with them, as they often do privately."

Upon his return from Europe, Mr. Whitefield ascertained that the number of children had so greatly increased, that, in a short time, he made another voyage to renew his exertions in their behalf. Of the prosperous condition in which he found Bethesda on the occasion of his next visit, we are apprised by one of his letters, written in 1746: "Many of the boys," he writes, "have been put out to trades, and many girls put out to service. I had the pleasure the other day to see three boys at the house in which they were bred—one of them out of his time, a journeyman, and the others serving under their masters. One that I brought from New England is handsomely settled in Carolina; and another from Philadelphia is married, and lives very comfortably in Savannah." In the following year Mr. Whitefield purchased a plantation of six hundred and forty acres of excellent land in South Carolina, and placed several negro slaves upon it; the profits and products of this investment were applied to the support of the orphan asylum at Bethesda.

PETITION FOR A COLLEGE CHARTER.

Conceiving the design of converting the Bethesda Orphan House into "a seminary of literature and academical learning," Mr. Whitefield on the 18th of December, 1764, submitted to His Excellency James Wright, Esq., "Captain-General and Governor-in-Chief of His Majesty's Province in Georgia," and to "the members of His Majesty's Council in the said Province," a memorial, in which he called their attention to the fact that no institution of that character had as yet been founded south of Virginia; "and consequently [he continues] if a college could be established here (especially as the last addition of the two Floridas renders Georgia more centrical for the southern district) it would not only be highly serviceable to the rising generation of this colony, but would probably occasion many youths to be sent from the British West India Islands and other parts. The many advantages accruing thereby to this province must be very considerable."[1]

The Georgia authorities heartily applauded and indorsed this design of Mr. Whitefield, whose next step was to proceed to England, that he might, by personal influence, obtain from the Crown the necessary sanction and assistance. That the matter might be brought directly to the notice of His Majesty, Mr. Whitefield prepared and delivered into the hands of the clerk of the Privy Council another memorial, in which he prayed for a charter upon the plan of the College of New Jersey, and expressed his readiness "to give up his present trust and make a free gift of all lands, negroes, goods, and chattels which he now stands possessed of in the Province of Georgia, for the present founding and toward the future support of a College to be called by the name of Bethesda College in the Province of Georgia." His earnest wish was to obtain a college charter "upon a broad bottom," to provide proper masters to instruct and prepare for literary honors many youths who, in Georgia and the adjacent provinces, were desirous of superior educational advantages, to inaugurate a liberal trust which would endure long after he was gathered to his fathers, and to know that his beloved Bethesda would not only be continued as a house of mercy for poor orphans, but would also be confirmed to the latest posterity "as a seat and nursery of sound learning and religious education."[2]

This favorite and crowning scheme of Whitefield's life was never consummated. His petition for a college charter was refused. Heavy as was his disappointment on account of this failure, he did not allow himself to be daunted. Abandoning the idea of a college, he determined, if possible, to make Bethesda an academy similar in its plan to one then established in Philadelphia, which sustained a high reputation.

Revisiting Bethesda in 1769, he reports that everything there exceeded

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[1] Jones's History of Georgia, Vol. I, pp. 408, 409.

[2] A letter to His Excellency, Governor Wright, etc., etc. London, MDCCLXVIII. Pp. 1–30.

his most sanguine expectations. During this year two wings had been added to the main building for the accommodation of students, Governor Wright himself laying the corner-stone in March.

Mr. Whitefield remained at Bethesda some five months or more, giving personal and continual attention to the affairs of the institution.

DEATH OF WHITEFIELD AND FAILURE OF THE ORPHAN HOUSE.

But the care proved too arduous for him, and, with impaired health and a fast declining constitution, he made a trip to the North, only to be arrested by illness at Newburyport, Mass., where he died early on the morning of the 30th of September, 1770. By his will the Orphan House estate was vested in Lady Selina, Countess Dowager of Huntingdon;[1] and upon her demise, which occurred in June, 1791, it passed into the hands of thirteen persons, who were specially appointed trustees of Bethesda College,[2] then duly named and incorporated.[3]

Shortly after Whitefield's death, the Orphan House was consumed by fire. It was afterward partially rebuilt, but in the course of a few years suffered a second demolition by hurricane and fire. Those charged with its conduct became seriously embarrassed by these casualties and the lack of funds, and the institution soon ceased to have an active existence. By act of December 22, 1808, the Legislature directed the trustees to sell the estate, and, all debts being paid, to provide for the distribution of the proceeds among certain eleemosynary institutions in the city of Savannah.[4] In 1854 the Board of Managers of the Union Society purchased a part of the original Bethesda tract, and upon the very spot formerly occupied by Whitefield's Orphan House erected buildings for the accommodation of the boys committed to their charitable care. "Thus happily," exclaims Colonel Jones,[5] "is the philanthropic scheme of the most noted of English pulpit orators, who 'loved to range in the American woods,' who was never happier than when

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[1] "And whereas there is in this State a very considerable property, as well real as personal, known and distinguished by the name of Bethesda College, or Orphan House estate, originally intended for an academy, and devised in trust by the late Reverend *George Whitefield*, for literary and benevolent purposes, to *Selina, Countess of Huntingdon*. Be it enacted, etc." (Section III of Act of February 1, 1788. Watkins's Digest, p. 373.)

[2] Mr. Whitefield in his will had expressed the wish that, as soon as might be after his decease, the plan of the intended Orphan House or Bethesda College might be prosecuted.

[3] Act of December 20, 1791. (Marbury and Crawford's Digest, p. 566.)

[4] One-fifth of the net proceeds was to be applied to the uses of the Savannah Poor House and Hospital Society; and of the remainder of such net sum, one-half was to be paid to the Union Society in Savannah, and the other half to the Chatham Academy (which was established by Act of February 1, 1788), to increase their funds for the instruction of youth generally; the proviso in the case of the latter being that it should support and educate five orphans. (John A. Cuthbert's Digest of School Laws, Milledgeville, 1832. Pp. 47–8.)

[5] History of Georgia, Vol. I, pp. 414–15.

'holding a levee of wounded souls,' and whose generous arms were ever open to succor the poor and the orphan, perpetuated in the living present."

In another place,[1] referring to the valuable services performed by the school at Bethesda, the same author says: "That this orphan house, in the face of many disappointments connected with its advancement to the stage of usefulness and prosperity anticipated and predicted for it, was an institution of great benefit to the colony, and that its sheltering arms ministered to the comfort of many homeless orphans and pointed the way to future industry, respectability, and independence, cannot be questioned. True it is that several persons who exercised a controlling influence over Georgia affairs during the last quarter of the eighteenth century were wards of this charity."[2]

[1] History of Georgia, Vol. I, pp. 405–6.

[2] Among them may be mentioned Milledge and Ewen, both Governors of Georgia, and Langworthy, who was a delegate from that State to the Continental Congress.

CHAPTER II.

SCHOOLS AFTER THE REVOLUTIONARY WAR.

THE ACADEMY OF RICHMOND COUNTY.

Some months had elapsed after the signing of the Declaration of Independence when Georgia took her next step in educational progress. This was effected under the Constitution of 1777, the fifty-fourth section of which provided that schools should be erected in each county, and supported at the general expense of the State.[1] During the Revolutionary War, such were the distractions of the period and of the community, that all efforts for education, either public or private, were wholly omitted. Upon the return of peace and the adjustment of affairs, both private and political, attention was once more directed to this important subject.

The earliest legislation in regard to public education occurring after the war will be found in an act for laying out the reserve land in the town of Augusta into acre lots, the erecting of an academy or seminary of learning, and for other purposes therein mentioned, assented to July 31, 1783.[2] By the fourteenth section of this act, the Governor was empowered to grant one thousand acres of land for a free school in each county. Under the same act provision was made for the establishment of a free school in the town of Washington, Wilkes County, and of two academies, one at Waynesborough, Burke County, and the other at Augusta, in the county of Richmond. Of the academies the latter only deserves special consideration, partly from the fact of its longevity, it having from the beginning almost uninterruptedly maintained an active existence, but particularly on account of the historic memories which are connected with it.

After reciting, "And whereas a seminary of learning is greatly necessary for the instruction of our youth, and ought to be one of the first objects of attention, after the promotion of religion,"[3] the act directed the town commissioners to lay out the reserve land of Augusta into acre lots and sell them. With the moneys arising from such sales they

[1] Watkins's Digest, p. 15.

[2] Marbury and Crawford's Digest, pp. 132–4.

[3] Section 4 of Act.

were, among other things, to erect an academy. This was the origin of what has since been known as the Academy of Richmond County. The school was regularly opened in 1785, and on the 25th of March of that year, we are told, "Mr. William Rogers, late of the State of Maryland, having been well recommended as being of good fame and sufficiently learned in the sciences," was appointed master of the academy, at a salary of two hundred pounds a year, with the use of the tenement buildings and the garden on the premises. He was required to teach the Latin, Greek, and English languages, and the common practical branches of mathematics. The tuition of the highest class of pupils was fixed at ten dollars per quarter. The master, as he was called, had the assistance of one, and afterward of two tutors.[1]

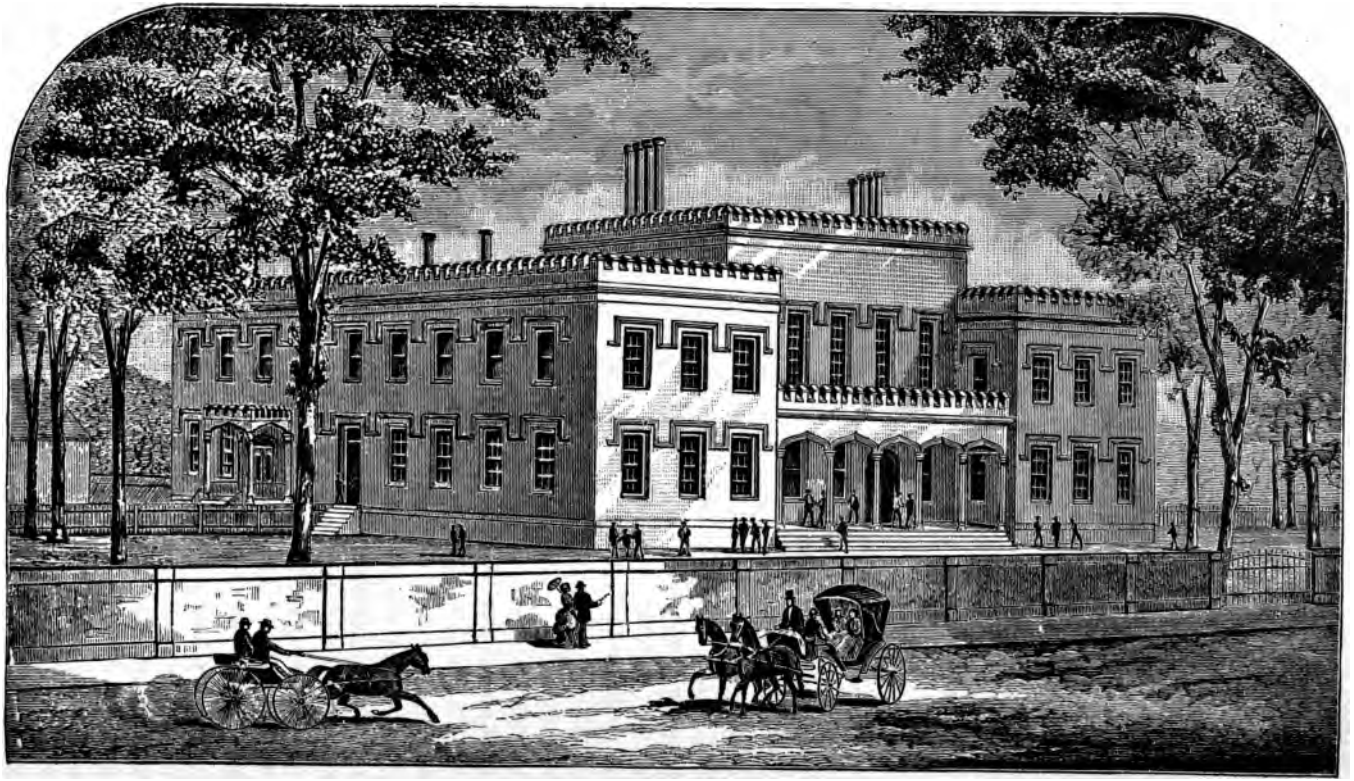
Mr. Rogers was re-elected annually to the office of rector of the academy until 1793. Three years later the Hon. William H. Crawford, who was afterward United States Senator from Georgia, minister to France under President Madison, and Secretary of War under President Monroe, became connected with the institution, serving two terms as English teacher in the academy, and one in the capacity of rector, resigning the latter position in 1799. In 1826 James P. Waddell, subsequently a professor of ancient languages in the University of Georgia, assumed the control of the school, holding the rectorship during six successive terms. The present faculty of the academy consists of three teachers, its principal being a prominent graduate of the University of Virginia.

The original trustees of the Academy of Richmond County were George Walton, Joseph Pannill, Andrew Burns, William Glascock, and Samuel Jack. The number was subsequently increased to seven, and then to nine, as at present. The office of president of the Board was created in 1788, William Glascock being the first incumbent. Since Mr. Glascock sixteen persons, including the one now serving, have successively filled the position.

In 1790, Augusta still being the seat of government of Georgia, the building occupied by the academy, upon its tender by the trustees, was accepted and utilized for the transaction of the general business of the State. In May of the following year the academy was honored by a visit from President Washington, who, in his tour through the States, had stopped at Augusta. The General expressed himself highly pleased with the condition and conduct of the institution, and complimented the teachers upon the fine appearance of their pupils. In 1815 a branch school was located and organized on the Sand Hills, near Augusta, which for many years subserved the purposes of a preparatory department for the academy.

The academy continued in successful operation until the latter part of the Civil War, when it was used by the Confederate authorities as a hospital. It was occupied by United States troops for a year or more after the termination of hostilities, and was then restored to its trustees, who,

[1] Hand-Book of Augusta, etc. Augusta, Ga., 1878. Pp. 63–5.



ACADEMY OF RICHMOND COUNTY.

through the active and efficient intervention of Gen. George W. Rains, as regent, succeeded in reopening it on the 1st of January, 1868. Since that time the institution has been regular in its exercises, averaging annually from eighty to ninety pupils. The session of 1882–83, which concluded with a centennial celebration of the academy, was among the most prosperous of its existence. There were in attendance that year over one hundred pupils.

The present academical structure, situated in the midst of an ample grove of trees, was completed in 1802 at a cost of fifteen or twenty thousand dollars. Prior to this time the academy classes were instructed in a building specially rented for that purpose.

The Academy of Richmond County is well endowed for an institution of its sort, having funds sufficient to meet all current expenses and add not less than one thousand dollars per annum to its endowment fund.[1]

SUNBURY ACADEMY.

The legislation of the next two years (viz, 1784 and 1785), educationally considered, had reference to the establishment of the University of Georgia, and will not, therefore, concern us until we come to speak of the colleges; so we pass on to February 1, 1788, a date memorable at least for the foundation of two academies, one at Sunbury, in Liberty County, and the other at Savannah, in Chatham County. The only remarks which need be made in connection with the Chatham Academy are that, by the act incorporating it, vacant land, not to exceed in quantity five thousand acres, was reserved for its use;[2] and that it was one of the beneficiaries at the sale of the Bethesda property in 1808, and received two-fifths of the proceeds.[3]

The Academy at Sunbury[4] was, in an educational point of view, the *e pluribus unum* of its time; and when the act of February 1, 1788,[5] gave it "a local habitation and a name," it soon rose to a high and influential position among the schools of southern Georgia. Abiel Holmes, James Dunwody, John Elliott, Gideon Dowse, and Peter Winn were nominated in the act as commissioners. To them, or a majority of them, was authority given to sell at public sale, and upon previous notice of thirty days in one of the gazettes of the State, any confiscated property within the County of Liberty to the amount of one thousand pounds.[6]

[1] In his address before the Georgia Historical Society in 1845, Doctor Church said: "The Richmond Academy has buildings and library and apparatus worth probably $30,000, an annuity from real estate amounting to $1,600, and bank stock to the amount of $12,000, besides lands which are rapidly increasing in value." (White's Statistics of Georgia, p. 71.)

[2] Marbury and Crawford's Digest, p. 563.

[3] Cuthbert's Digest, pp. 47–8.

[4] Jones's Dead Towns of Georgia. Savannah, 1878. Pp. 212–16.

[5] Watkins's Digest, p. 380.

[6] This authority to sell confiscated property was, so far as records show, conferred then for the first time; nor did the granting of it become general in the State until some years later.

This sum, when realized, was to be by them expended in the construction of a building suitable for the purposes of the academy.

The fair fame of Sunbury Academy is lastingly associated with the name of Rev. William McWhir, under whose able and energetic management it passed through its most successful period. This teacher, writes Colonel Jones,[1] "did more than all others to establish a standard of scholarship and maintain rules of study and discipline unusual in that period and among those peoples. * * * Great was the obligation conferred upon the youths of southern Georgia, for certainly two generations, by this competent instructor and rigid disciplinarian." A native of Ireland, a graduate of Belfast College, and licensed to preach by the Presbytery of that city, he came to America in 1783 and settled in Alexandria, Va. There, for ten years, he was the principal of the academy of which General Washington was a trustee. Removing to Sunbury about 1793, he took charge of the academy, and, for nearly thirty years, made it the leading institution of learning in that entire region. Besides the Latin, Greek, and English departments, with which Doctor McWhir was thoroughly conversant, the higher branches of mathematics were also taught; and, as a preparatory school, Sunbury Academy, under his guidance, had no superior within the limits of the State. The average attendance was about seventy. Pupils were attracted not only from Liberty, but also from the adjacent counties of Chatham, Bryan, McIntosh, and Glynn. Some came from even greater distances.

The school-house—a large two-story-and-a-half double wooden building, about sixty feet square, and located in King's Square—was pulled down and sold some time about the year 1842.

Sunbury Academy has itself passed away; but not without leaving an influence on Georgia's educational progress which the State will always gratefully recognize.

OTHER ACADEMIES.

The second Constitution of Georgia, which was adopted in 1789, contained no specific grants in respect to education. Three years later, however, in December, 1792,[2] we find an act authorizing the commissioners of the county academies to purchase one thousand pounds' value of confiscated property for the use and support of their respective institutions. Similar provisions were made in 1802[3] and in 1810,[4] and were designed to cover all cases where the commissioners had not as yet received their portion. By the act of February 22, 1796,[5] an academy was established at Louisville, in Jefferson County. This and the academies already erected at Augusta, Waynesborough, Savannah, Bruns-

[1] Dead Towns of Georgia, p. 214.

[2] Cuthbert's Digest, p. 25.

[3] Clayton's Digest, p. 677.

[4] Act of December 8, 1810 (Clayton's Digest, pp. 598, 599).

[5] *Marbury* and Crawford's Digest, pp. 567, 568.

wick (Glynn County),[1] and Sunbury, were all, so far as the writer has been able to discover,[2] which had been incorporated in the State prior to the present century.

At this stage of our subject it may be well to quote the ample provision contained in Article IV, Section 13, of the third Constitution of Georgia,—that of 1798:[3]

"The arts and sciences shall be promoted in one or more seminaries of learning, and the Legislature shall, as soon as conveniently may, give such further donations and privileges to those already established as may be necessary to secure the objects of their institution; and it shall be the duty of the General Assembly, at their next session, to provide effectual measures for the improvement and permanent security of the funds and endowments of such institutions."

Truthfully, and with even greater force, does Doctor Church's observation in regard to the Constitution of 1777 apply to the Constitution of 1798; for, had the broad-minded views which found expression in the latter been fully carried out, "Georgia would now have a system of education equal, if not superior, to that of any State in the Union."[4]

In 1802, as has been seen, the General Assembly re-enacted the provision respecting the privilege of "claiming a credit of £1,000" at the sales of confiscated lands which had previously[5] been accorded to the commissioners of county academies. The first institutions to avail themselves of the benefits of this legislation were the Academies of Greene County and Washington County, which were established about 1803.[6] They were followed by Oglethorpe Academy, the name of which was shortly after its foundation[7] changed to Meson Academy. Effingham Academy was the next in order, being incorporated in 1809;[8] and in 1810[9] Mt. Enon Academy was chartered, which had been in operation since

[1] Founded under the act of February 1, 1788. (Watkins's Digest, p. 381.)

[2] See Watkins's and Marbury and Crawford's Digests. From an act approved December 14, 1793 (Marbury and Crawford's Digest, pp. 141–2), it appears that the portion of the moneys arising from the sale of acre lots in the town of Washington, Wilkes County, which was intended, under the act of July 31, 1783, to be applied to the erection and equipment of a free school there, had been utilized in the establishment of an academy, and that the same had been duly organized, and the services of teachers engaged. See also act of December 12, 1804 (Clayton's Digest, p. 213), by which the commissioners of the institution above alluded to were authorized to inaugurate a lottery for the purpose of raising two thousand dollars toward finishing the academy and purchasing literary apparatus for it.

[3] Watkins's Digest, p. 42.

[4] Discourse delivered before the Georgia Historical Society on the 12th day of February, 1845, by Dr. Alonzo Church, president of the University of Georgia. (White's Statistics of Georgia, p. 66.)

[5] In 1792.

[6] See Clayton's Digest, pp. 149-50 and 181.

[7] Act of November 27, 1807. (Cuthbert's Digest, pp. 135–6.)

[8] An Act to incorporate the commissioners of the academy of Effingham County, passed December 1, 1809. (*Ibid.*, p. 61.)

[9] Act of December 15, 1810. (Clayton's Digest, p. 666.)

1806.[1] The year 1811[2] gave birth to the Mount Zion and Powellton Academies, both of them in Hancock County. The former enjoyed an enviable reputation for many years.[3] They were subsequently incorporated, Powellton Academy in 1815,[4] and Mt. Zion Academy in 1823.[5] In December, 1815,[6] the Sand Hills Academy was founded. It was a branch school to the Academy of Richmond County until 1866, when it became an independent organization.

In 1816 Eatonton Academy, in Putnam County, was established, and for its support the funds and property formerly belonging to the Union Academy[7] were transferred to its trustees. Two years afterward Sparta Academy, in Hancock County, and academies in Jackson and Jasper Counties were incorporated. In 1819 the Washington County Academy received a charter, being then in the sixteenth year of its active existence; and during the next twenty years the work of the erection of academies in Georgia rapidly progressed. We are told by Mr. Evans (History of Georgia, p. 206) that there were sixty-four academies in active operation in 1829; and that (p. 232) in 1840 academies had been built in the State to the number of one hundred and seventy-six, with an aggregate attendance of eight thousand pupils. These institutions of learning have grown with the growth of the State, and may now be found in every county and town in Georgia. A reference to pages 443–9 of the Report of the Commissioner of Education for 1884–85 will show the names of some of the more recently established academies.

THE ROMAN CATHOLIC ACADEMIES.

It may not seem improper, in this connection, to notice the Roman Catholic academies, which, while perhaps in some of their features aspiring to a place among colleges, still, generally speaking, deserve to be classed with the institutions just alluded to. There are six principal academies of the Roman Catholic denomination in Georgia. Of these the first established was the Academy of St. Vincent de Paul, located at Savannah, and founded in 1845. It was incorporated in 1849, under the title of the Savannah Institute of the Sisters of Mercy, and enjoys the distinction of being not only the pioneer Catholic academy in the

[1] Campbell's Georgia Baptists, p. 195.

[2] Evans's History of Georgia, p. 142.

[3] Rev. C. P. Beman, who afterward was president of Oglethorpe University, was for a considerable period in successful and efficient management of this institution. The present able president of the Georgia State Agricultural Society (organized in 1846), Hon. W. J. Northen, was also at one time associated, in the capacity of principal, with the Mount Zion Academy.

[4] Act of November 23, 1815. (Lamar's Compilations, pp. 4–5.)

[5] An Act to establish and fix the name of the Academy at Mount Zion, in the county of Hancock, and to incorporate the trustees thereof. Passed December 20, 1823. (Cuthbert's Digest, pp. 86–7.)

[6] The act authorized the trustees of the Richmond Academy to establish a seminary of learning on the Sand Hills, near Augusta, to be held and considered as a branch of the Richmond Academy. (*Ibid.*, pp. 150-1.)

[7] *Incorporated* by act of December 15, 1809. (Clayton's Digest, pp. 581–2.)

State, but also the parent of three out of the five Catholic academies of high rank which have since arisen. I refer to the St. Mary's Academy and the Sacred Heart Academy at Augusta, and the Academy of the Immaculate Conception in Atlanta, the respective dates of their foundation being 1853, 1876, and 1867. In 1876 an academy was started at Macon, by the name of Mt. De Sales Academy. All these academies were organized and conducted by the Sisters of Mercy, but the last was founded by a distinct branch of that order and independently of the rest.

We conclude with St. Joseph's Academy, situated at Washington, Wilkes County, and under the direction of the Sisters of St. Joseph. This academy was likewise established in 1876, but did not receive its charter until 1878. Although it professes to have the right of granting diplomas, and conferring all degrees peculiar to female colleges in the State of Georgia, and has what it terms a collegiate department in addition to the elementary and preparatory departments, the course of study pursued there does not appear to materially differ from, or to be in any way superior to, the curricula in the other academies. It consists, in the case of the graduating classes, of Christian doctrine, trigonometry, English literature, mythology, geology, astronomy, logic, and moral philosophy.

A department of music is embraced in each of these schools, and special emphasis is laid upon this feature of the instruction. The academies are well attended, and offer good advantages.

ELEMENTARY EDUCATION.

So much for what Georgia has accomplished in the way of academical instruction. The important influence which her academies exerted in the earlier periods of her history cannot be questioned, nor can it be doubted that the academies were largely instrumental in laying, broad and deep, the foundations upon which the system of colleges and universities was subsequently to rest. Let us remember, however, that the facilities for education, as afforded in academies, were not accessible to all. Many there were who lived far beyond the reach of the towns and cities, where the majority of those institutions were located; under such circumstances recourse was had to the elementary schools, in which they found their only source of educational supply. In these schools the simplest elements of learning, viz, spelling, reading, penmanship, arithmetic, and sometimes English grammar and geography, were taught; and they were, Doctor Orr tells us, the sole reliance throughout the rural districts of the State for many years. We are indebted to him for the following account[1] of the general plan upon which these elementary schools were conducted:

"The men who taught them were often incompetent—being sometimes

[1] See the Educational Needs of the South; an Address delivered before the Department of Superintendence of the National Educational Association, at the meeting of 1879, by Gustavus J. Orr. Washington, 1879. Pp. 13.

without natural capacity, attainments, or aspirations—and now and then even persons of bad morals. There were among them no teachers' institutes or associations, no circulating libraries, no educational periodicals—in short, nothing approaching the modern appliances provided with a view to professional elevation. There was no examination of teachers, no issuing of license as a condition precedent to obtaining a school, and no supervision. Every teacher was isolated, entirely dependent upon his own ability to modify methods or originate better ones, and completely and absolutely independent in the little realm over which he held sway. The obtaining of a school was entirely a matter of contract between himself as teacher and his proposed patrons. The latter were often utterly incompetent to judge of the teacher's qualifications, and hinged their acceptance or rejection of him solely upon the rates at which he offered his services. A vivid picture of one of the more harmless of this class of 'old field school-masters,' as they were called, is drawn in the person of Michael St. John, in the Georgia Scenes, a book of infinite humor, written by my venerated and revered preceptor, Hon. Augustus B. Longstreet; while a type of the more brutal class is given us in the character of Israel Meadows, of the celebrated Philemon Perch Papers, of which Col. Richard M. Johnston, now of Pen Lucy Academy, near Baltimore, is the author."

THE POOR SCHOOL SYSTEM.

The next subject we will consider is the poor school system, in regard to which it has been said,[1] that this "so-called system had no system in it, that it was full of defects, and that it was lacking in a hundred of the elements that make up an efficient public school system." Nevertheless "it answered a valuable purpose in its day. It placed the elements of an imperfect English education within reach of the entire white population, among whom the means of comfortable support were so general as to be well-nigh universal."

ORIGIN OF THE SYSTEM.

This system[2] took its rise in the act of July 31, 1783. By the fourteenth section of that act, and in pursuance of a provision therein made respecting the erection of a free school in the town of Washington, Wilkes County, the Governor, upon proper application, was empowered to grant one thousand acres of vacant land for the establishment of free schools in the several counties of the State. Here was the beginning of

[1] Doctor Orr's Address on the Educational Needs of the South, p. 7.

[2] Report on Public Education, by Mr. Lewis, of Hancock, with Appendices giving Statistics of School Returns, and other Documents on the Subject. Milledgeville, Ga., 1860.

Popular Education in Georgia; a History of Education in the State, with Suggestions to an Improved System of Public Schools, by Martin V. Calvin. Augusta, Ga., 1870. Pp. 12.

Also Cuthbert's, Prince's (2d ed. to 1837), and Cobb's Digests.

the poor school system in Georgia, although it was not thoroughly inaugurated, and no decided action was taken until December 18, 1817, when an act was passed to create and establish a fund for the support of free schools throughout the State,[1] and an appropriation of two hundred and fifty thousand dollars was made for that purpose. By an act for the "permanent endowment of county academies, and to increase the funds heretofore set apart for the encouragement and support of free schools, and for the internal improvement of the State,"[2] approved December 21, 1821, the General Assembly provided for the division of five hundred thousand dollars equally between the academies and free schools. Hence originated the distinction which so long obtained in Georgia between the Academic and the Poor School Funds. Under the act of December 22, 1823,[3] provision was made for the investment of the latter fund, and the distribution of the annual income, amounting to between twenty and thirty thousand dollars, among the counties in proportion to their white population, for the education of the poor children, and in payment for their tuition. An act of the preceding year had specified what persons should be the beneficiaries of the fund.[4] "It was not," we are told,[5] "the policy to establish separate schools for these indigent children. Such teachers of the academies and of the inferior or elementary schools as were willing to submit to an examination, which was often a mere matter of form and conducted by incompetent examiners, were entitled, if approved, to receive their pro rata of the public fund for teaching any children adjudged by certain magistrates as belonging to the class known as 'poor scholars,' who may have entered their schools."[6]

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[1] Prince's Digest, p. 18.

[2] *Ibid.*, p. 19.

[3] Dawson's Compilations, p. 14.

[4] Act of December 23, 1822. The sixth section says that "no child shall be sent to school under the age of eight or exceeding eighteen years; and no child shall be sent to school at public expense more than three years." (Dawson's Compilations, p. 11.) But an act to amend the second and fourth sections of an act to provide for the education of the poor, assented to 27th of December, 1843 (in which it was declared that, in order to be received and educated, the poor children must be between the ages of eight and sixteen years), provided that the children to be returned to the inferior courts by the justices of the peace, or other persons in the several militia districts, should be between the ages of six and sixteen years, and that the poor children to be reported by the justices of the inferior court of each county to His Excellency, the Governor, should be between the ages of six and sixteen years. (Act of February 14, 1850. Laws of 1850, p. 154.) See also act of December 17, 1857 (Laws of 1857, p. 10).

[5] Dr. Orr's Address on the Educational Needs of the South, p. 7.

[6] From the New York Teacher for May, 1855 (Vol. IV, p. 88), we find that "every indigent child in Georgia had the right to go to school at six and a quarter cents a day, to be paid by the county." According to Mr. Lewis's Report on Public Education, which was published in 1860, the whole number of poor children then in Georgia was safely estimated at from forty to fifty thousand—about one-third of all the children in the State between the ages of six and sixteen, the whole number of the latter being, by computation, something over one hundred and forty thousand.

By an act of December 23, 1836, one-third of the surplus revenue, amounting to three hundred and fifty thousand dollars, was set apart as "a permanent free school and education fund," and a joint committee of five, two from the Senate and three from the House of Representatives, was appointed, whose duty it was "to digest a plan of common school education best adapted to the genius, habits of life and of thought, of the people of Georgia," and two of whom were authorized to visit, during the ensuing year, different parts of the United States, and particularly the New England States, ascertain the operation of their several school systems, and report to the General Assembly at its next session a plan of common schools. They were also empowered to "institute a correspondence with such persons as they might think proper, either in the United States or Europe, or both, for the purpose of getting information of some of the different systems of common school education which likewise prevail in some of the European countries."[1]

They fulfilled their mission. The report, as submitted by the committee, while objecting to the moral and social tendency of the manual labor system considered as a system of general education to be adopted and followed by the Government, as well as to the general application of the Laveleyean plan of instruction, recommended the adoption of a system not unlike that in vogue in the Eastern and Middle States. It assumed, above all, as a leading principle, that the good of the community required that the rich and the poor should be educated together at common schools. It was further stated, as the result of investigation, that out of eighty-three thousand children in the State, only twenty-five thousand of that number were in attendance upon schools.[2]

The Legislature amended and modified this report, and in 1837 passed an act establishing a general system of education by common schools,[3] to take effect in 1839. By that act the academic and poor school funds were consolidated; and, together with the interest on one-third part of the surplus revenue, were constituted "a general fund for common schools." In the following year this act was modified in some of its provisions, and the inferior courts (at their discretion), on the recommendation of the grand jury, were authorized to levy an extra tax in their respective counties, not exceeding fifty per cent. on the general tax. The amount thus raised was to be added to the common school fund.[4]

REPEAL OF THE ACTS PROVIDING FOR A COMMON SCHOOL SYSTEM.

In 1840 the acts of 1837 and 1838, establishing a system of common schools, were repealed, and the funds for their support were set apart as a poor school fund.[5] This legislative act was amended in 1843, and

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[1] Prince's Digest, pp. 26–7.

[2] American Annals of Education, Vol. VIII, p. 39 (published 1838)

[3] Act of December 26, 1837. (Laws of 1837, pp. 94–9.)

[4] Act of December 27, 1838. (Laws of 1838, pp. 96–9.)

[5] *Act of December 10,* 1840. (Laws of 1840, pp. 61–5.)

the inferior courts were authorized to raise by an extra tax an amount sufficient, when added to the pro rata distribution from the State, to educate the poor children in their respective counties.[1] The leading provision of the law establishing the poor school system made it the duty of the magistrates in the districts to report to the inferior court, annually, the names of all the children in their respective districts deemed by them proper persons to receive a portion of the fund set apart for the education of the poor. These returns were sent by the inferior court to the "executive office," and formed the basis for the distribution of the fund, which amounted to about twenty thousand dollars.[2]

OBJECTIONS TO THE POOR SCHOOL SYSTEM.

This duty of the magistrates, under the law, to make returns of the poor children, was often entirely neglected. Even when made these returns were very imperfect. Not more than three-fourths of the poor children in the State were returned, and of those returned (as was learned from commissioners of the poor school fund in a few counties), little more than half were sent to school, and those who went did not attend four months in the year. In 1849 thirty-two counties made no returns of their poor children. In 1850 fifteen counties failed to make returns; and notwithstanding the law provided that counties making no returns should participate in the educational fund agreeably to the last return on record,[3] in the same year eight counties received nothing because they had never made a return.[4] In further illustration of the general indifference then felt on the subject of poor schools, we quote from Governor George W. Crawford's message of 1845. He says that "during the past year [viz, 1844] only fifty-three of the ninety-three counties of the State made application at the treasury for their allotments of the poor school fund," and when, too, the penalty for default was known to be an absolute forfeiture of claim.[5]

Another objection to the poor school plan were its gross injustice to the poorer counties, where there were the greatest number of poor children and the least ability to bear taxation. For instance, the counties of Newton and Jasper paid into the treasury, as State tax, $3,910, and returned some 120 poor children; whilst those of Union and Gilmer, which paid a State tax of $1,594, returned 2,884 poor children.[6]

Mr. Calvin presents the following view of the poor schools, as they

[1] An act to provide for the education of the poor, assented to December 27, 1843. (Laws of 1843, pp. 43–5.)

[2] Lewis's Report, p. 26. The poor school fund seems to have been originally much larger, for the same writer (p. 31), referring to the provision made for the education of indigent children, says that "as far back as 1836, forty thousand dollars were annually distributed for this purpose."

[3] Prince's Digest, p. 22.

[4] Lewis's Report, p. 27.

[5] *Ibid.*, p. 83.

[6] *Ibid.*, p. 27.

existed in 1869:[1] "Under the laws now in force," he writes, "a board of education in each county, consisting of the Ordinary, as ex-officio treasurer of the poor school fund, and a commissioner appointed by the judge of the superior court, issues license to almost any person, authorizing said person to teach when, where, and how he or she may please. As a general rule, the teacher provides his own school-room and school furniture (of the most primitive kind), and is allowed seven cents a day for each pupil in actual attendance; he files his account with the Ordinary quarterly, and receives compensation at the expiration of the year. * * * No argument is necessary to prove that the absolute effect of this system is to transform the State schools from common schools (such as the people wish) into the veriest pauper or 'poor schools,' as they are termed. The law-making power seems all the while to have been laboring under the impression that the children in our State belong to two classes—regarding the one as belonging to rich families, and the other as paupers. This is a mistake, though measurably adhered to still. We have made these schools mere charities. * * * The 'poor schools' of this State, by reason of the law which creates them, are robbed of the influence for good that they might otherwise wield. The very law subjects every patron of these schools to the jeer of pauperism."

In the same spirit had Governor William Schley written, as far back as 1837. In referring to the distinction as made by the General Assembly of academic and poor school funds, he remarked: "There should be no such designations as *academic* and *poor school*, because they are invidious and insulting. Poverty, though a great inconvenience, is no crime; and it is highly improper, whilst you offer to aid the cause of education, to say to a portion of the people, 'You are poor.' Thousands of freemen who, though indigent, are honest, patriotic, and valuable citizens, will refuse your bounty and despise the hand that offers it, because it is accompanied with insult."[2]

The truth of Governor Schley's observation was abundantly confirmed by the results which everywhere attended the workings of the poor school system. We are told by Kiddle and Schem[3] that in 1850 there were in Georgia 213,903 white adults, of whom twenty per cent. were unable to read and write; and a reference to the United States Census of 1860, when the number of illiterates had been reduced to eighteen per cent., shows that there were then in the State 16,900 males and 26,784 females (white) over twenty-one years of age, ignorant of even the simplest rudiments of learning.

Amply had it been demonstrated that the poor school system in its then state was wholly inadequate to meet the educational demands which it was designed to supply. Clearly apparent it was that a reform in

[1] Popular Education in Georgia, p. 5.

[2] Lewis's Report, pp. 76–7.

[3] Cyclopædia of Education. New York and London, 1877. Page 347.

its methods was greatly needed, and that a system was wanted which, in the language of Thomas R. R. Cobb, "should remedy these defects, avoiding others: schools to which the children of the poorest citizens might be sent without submitting parent or child to the jeer of pauperism: school-houses which should awaken a feeling of pride in every neighborhood,[1] and cause the richest to feel that no private teaching can afford equal advantages to the common schools."

For a correct understanding of the difficulties inherent in and the reason for the failure of the poor school plan, it must be remembered that, previous to the Civil War, the people of Georgia looked to private or independent schools for the education of their sons and daughters. The system of education adopted and attempted by the State contemplated that provision should be made for the instruction of indigent white children in the elementary branches of an English education. The question of the cost of tuition in private schools was not considered. The stand-point from which the people viewed the subject rendered the consideration of that item entirely unnecessary. The means were at hand, and the people cheerfully used them. Public sentiment, as a rule, was against the suggestion that it was the province and duty of the State to educate her youth. It was conceded, however, that the State might, with measurable propriety, provide for the intellectual training of children whose parents were *too poor* to pay tuition in the independent schools.[2] To this end it was that poor schools were established; and had that fatal error which was the spirit and leading idea of the theory upon which the system was based from its inception to its abolition—I mean the condition of pauperism, which was an inseparable incident to a participation in its benefits—been thoroughly eradicated, there can be no doubt that the system would have proved a most wholesome institution, and one productive of considerable good for the indigent classes.

[1] In speaking of the poor schools, Mr. Calvin says (Popular Education in Georgia, p. 7): "They [poor schools] are never visited. They are generally accounted 'Hedge Schools,' and so denominated, secretly and openly."

[2] Augusta Centennial Chronicle, Augusta, Ga., May, 1885.

CHAPTER III.

THE PUBLIC SCHOOL SYSTEM.[1]

HISTORY OF THE ORGANIZATION OF THE PUBLIC SCHOOL SYSTEM.

That there was no regularly organized system of common schools supported by public taxation in Georgia prior to the Civil War has been already shown. Of the attempts toward the establishment of such a system we are now to speak. Efforts were made in 1845 and again in 1856 to inaugurate a common school system in the State, both of which were unsuccessful. Still it was evident that the people of Georgia were beginning to feel the need, and were expecting the erection of public, or free schools. They took their first step in that direction when, on December 11, 1858, the Legislature set apart one hundred thousand dollars annually of the net earnings of the Western and Atlantic Railroad (State property) for educational purposes; and provided that, upon the payment of any portion of the public debt of the State by means of the sinking fund, bonds of the State to a like amount should be executed by the Governor and deposited with the Secretary of State, who should hold them as trustee of the educational fund, the interest thereon at six per cent. to be appropriated to school purposes.[2]

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[1] Thomas P. Janes's Hand-Book of Georgia. Atlanta, Ga., 1876. Pp. 179–82.

Henderson's Commonwealth of Georgia, etc. Atlanta, Ga., 1885. Pp. 257–63.

Dr. Orr's Address on the Best School System for a Southern State. Atlanta, Ga., 1886. Pp. 16. Also his Reports to the General Assembly from 1878 to 1887, and the Report for 1888 of his successor, James S. Hook.

Public School Laws of the State of Georgia of General Operation and now of Force throughout the State. Atlanta, Ga., 1886.

Report on a System of Public Schools for the State of Georgia. Savannah, 1870. Pp. 18.

Popular Education in Georgia, etc., by Martin V. Calvin. Augusta, Ga., 1870. Pp. 12.

Code of Georgia, 1882. Pp. 260–7.

Extract from Governor Smith's Message to the Legislature in January, 1877 (quoted in Derry's Georgia, etc.). Philadelphia, 1878. Pp. 109–12.

[2] See an act to provide for the education of the people of this State between certain ages, and to provide an annual sinking fund for the extinguishment of the public debt. (Acts of 1858, pp. 49–51.) By an act to "alter and amend" this, approved December 21st of the following year, it was provided that the ages of the children who were to receive the benefits of education from this source should be between six and eighteen years (Laws of 1859, pp. 29–30).

These measures contemplated the realization at no distant day of a fund sufficient to establish free schools throughout the State. This anticipation would probably have been realized but for the Civil War. The provisions of the law went so far as to allow the people of any county to establish free schools and use their share of the funds for this purpose; and, in 1860, in one county (Forsyth) free schools were established and successfully carried on.

The public school system, as now known in Georgia, sprang up after the War, and was essentially an outgrowth of the many changes effected by it. "Most of the States in the South," says Doctor Orr,[1] "in adopting new constitutions under the reconstruction acts, incorporated into the fundamental law the public school policy. * * * Not only were constitutions which provide for public education generally adopted, but in every State in the South the attempt has been made to inaugurate a school system under laws passed in accordance with the new constitutional requirements."

Georgia formed no exception to this rule. In her Constitution of 1868 she provided for "a thorough system of general education to be forever free to all children of the State."[2] Two years later, in October, 1870, the first public school law was enacted; and it is an interesting fact in connection with that law that its main provisions were identical with a plan submitted to the Legislature by the

FIRST STATE TEACHERS' ASSOCIATION.

This body, in the month of August, 1869, held its first annual meeting, as a regular organization, in the city of Atlanta. A committee was raised to report upon a school system adapted to the condition and wants of Georgia. This report was to be submitted, first to the executive committee of the Association, and, after revision by its members, to the Association itself, at a special session to be held in the following November at Macon. Some changes were made in the committee after its first appointment, and it finally stood as follows: Gustavus J. Orr, the late respected State School Commissioner, chairman; the late Bernard Mallon, for many years superintendent of the schools of Atlanta; the late John M. Bonnell, at that time president of the Wesleyan Female College; Martin V. Calvin, a Representative in the Legislature from Richmond County; and David W. Lewis, late President of the North Georgia Agricultural College at Dahlonega.

A meeting of the committee was held, and each member having fully given his views,[3] Doctor Orr was directed to write the report. When

[1] Educational Needs of the South, p. 9.

[2] Article VI, section 1. (Code of Georgia, 1873, p. 925.)

[3] It is noteworthy that Mr. Calvin had read a paper (Popular Education in Georgia, etc.) before the Georgia Teachers' Association, at its meeting in August, 1869, which, after discussion, had been referred to a committee of five as above stated, who were instructed to report a system of common schools for the State; and that

he had performed this duty, his work was submitted to the executive committee, consisting of the Rev. Dr. H. H. Tucker, Prof. LeRoy Broun, the late Dr. Alexander Means, Prof. W. D. Williams, the late Dr. J. M. Bonnell, the late Mr. Mallon, and Doctor Orr himself, the last three being members of both committees. The report was read, and nine hours were spent in discussing it, section by section. The result of this careful examination was the adoption of the report as it was written. Another full discussion was had before the State Teachers' Association, that body devoting an entire day to the subject. A few slight alterations were made, and the report was unanimously adopted.

The Association then appointed a committee, composed of the Rev. Dr. H. H. Tucker, Col. D. W. Lewis, Dr. G. J. Orr, Mr. B. Mallon, and Hon. David E. Butler, to put the report in the shape of a bill, and urge the same upon the attention of the Legislature. Before the assembling of that body reconstruction was reconstructed, and many members were unseated and others substituted, by military orders, in their stead. Under the circumstances, the committee last raised thought it best not to be personally present when the Legislature convened, all concurring in this opinion. As the session advanced, however, Doctor Orr decided to see what could be done through two personal friends, the Hon. I. E. Shumate, Representative from the county of Whitfield, and the Hon. Council B. Wooten, Senator from the Eleventh District. Mr. Mallon, through personal friends in the body, co-operated. The result was that the plan of the Georgia Teachers' Association was laid before the Committee on Education of the House and Senate, and a bill was framed and became a law, following in its main provisions the system mapped out in the report, so carefully prepared, so critically examined, and so heartily adopted by the educators of Georgia.

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the views urged in this paper were indorsed and incorporated in that report. Mr. Calvin, among other things, adverted to the necessity of establishing graded schools, and a State normal school, or schools, "where we can train our own teachers." He is said to have been the first to suggest the education of the colored as well as the white population. "Let the system be common to all," he writes, "but require their schools to be separate from those of the whites in fact and locality. Set apart the colored poll-tax, and the tax on their property to the support of their schools; and to the same end let the people add such sums as they may feel able to donate." He also advised the setting apart and application of one-half of the three hundred thousand dollars annually accruing from the State road for the support of common schools, the amount to be judiciously and promptly distributed among the different counties. Hon. William H. Stiles, of Chatham, had struck the key-note regarding normal schools many years before. In a speech delivered in the House of Representatives, January 29, 1856, he pointed out Georgia's standing as to rate of illiteracy as being the twenty-third in the Union, there being only four more illiterate States than herself, and urged the establishment of normal schools. He introduced a bill, the first section of which was: "That for the arrangement, supervision, and improvement of such schools as may be supported in any manner out of appropriations from the treasury of the State, or out of taxes specifically levied upon the counties for the purposes of education, the Governor shall appoint a Commissioner of Public Schools who shall hold his office for two years." This point the speaker emphasized.

The first changes made in the law were in January, 1872, these changes being brought about by a memorial from the same body as that from which the first plan emanated. The main effect of the alterations thus made was to cause the views of the Association, as embodied in their report, to be more closely followed than they had been in the first act. Much credit for the changes made at this time is due to Hon. Henry Jackson, then a Representative from Fulton County.

Under the act of October 13, 1870,[1] an organization was effected. Gen. J. R. Lewis was appointed State School Commissioner by Governor Bullock, and entered upon the duties of his office. Schools were very generally put in operation; but, as the Legislature had diverted the school fund to other purposes, when the schools closed there were no funds to pay a debt of about three hundred thousand dollars to school officers and teachers. This deficiency arose in part from the failure to collect the poll-tax during the years 1868, 1869, and 1870.[2]

When there occurred a change in the administration of the State, General Lewis having resigned, Governor Smith sent into the Senate as one of his two first appointees—the other being Chief-Justice Warner—the name of Gustavus J. Orr to be State School Commissioner. He was promptly confirmed by the Senate. This was in January, 1872, and he continued to occupy the position to which he was then appointed until the 13th of December, 1887, when death removed him from the discharge of his important and useful functions. On all occasions he manifested an interest in the welfare and advancement of public school education which can not be too highly commended. Almost his first official act was to direct school officers to make no efforts to establish public schools during the year 1872. This suspension was owing to the confusion in the school finances and the lack of confidence on the part of the people because of the unpaid debt of 1871.

At the summer session in 1872, upon the recommendation of the State School Commissioner, an act was passed to raise money to discharge this indebtedness.[3] A large sum was raised and expended, and it is now well ascertained that under the provisions of this and of subsequent acts on the subject[4] all, or very nearly all, valid claims have long since been settled.

At the request of Judge William M. Reese, Senator from the Twenty-ninth District, a bill was prepared by the State School Commissioner to "perfect the public school system and to supersede existing school

[1] An act to establish a system of public instruction. (Laws of 1870, pp. 19–31.)

[2] See also the act of October 25, 1870, which declared the collection of the poll-tax for those years illegal. (*Ibid.*, pp. 66–7, and Derry's Georgia, p. 110.)

[3] "An act to provide for the payment of the debt due to teachers and school officers who did service under the public school law in the year 1871," approved August 19, 1872. (Laws of 1872, p. 62.)

[4] See especially "An act to provide for the payment of the claims of school officers and teachers for services rendered in the year 1871," approved March 3, 1874. (Laws of 1874, p. 30.)

laws."[1] This bill was introduced into the Senate by Judge Reese in the summer of 1872, and was ably championed by him. It passed both branches of the Legislature, and practically[2] remains the general school law of the State.

It would be tedious to follow in detail all the legislation which has obtained since 1872. Many minor changes have been made, some of which were tried for a while and then repealed. Others still stand. Some of these changes have been wise and salutary. Several determined efforts have been made, from time to time, by the opponents of public schools to overturn the system, but on every occasion able defenders have arisen who have battled for and perpetuated its existence. The most signal triumph of its friends was when the Constitution of 1877 placed in the fundamental law the provision that there should be "a thorough system of common schools."[3]

SOURCES OF THE PUBLIC SCHOOL FUND.

The public school fund is derived from the following sources: The poll-tax, one-half the rental of the Western and Atlantic Railroad (one hundred and fifty thousand dollars), a tax on shows and exhibitions, a tax upon dealers in spirituous and malt liquors, the net proceeds of the hire of convicts, the net proceeds of the fees for the inspection of fertilizers, and certain other sources of minor importance. A direct property tax for the support of schools, though specifically authorized both by the Constitution of 1868 and that of 1877, and though often proposed, has never been levied.[4] The school fund has increased gradually but surely, gaining little by little, and, like the mechanical power known as the screw, never losing anything once gained. In 1873 the total school fund was two hundred and fifty thousand dollars; in 1874, two hundred and sixty-five thousand. Year by year it has been growing, until, in 1887, we find the grand total of this fund to be $795,987.[5]

The fund and the number who have come forward to participate in

[1] Act of August 23, 1872. (Acts of 1872, pp. 64-75.)

[2] "An act to amend, revise, and consolidate the common school laws of the State of Georgia, and for other purposes," better known as the Denny Bill, was approved by the General Assembly October 27, 1887 (Laws of 1887, pp. 68-83); but the changes which it introduces in the excellent provisions framed by Doctor Orr are so inconsiderable that no further allusion need be made to it, other than to state that its principal features may be found summarized in the Report of the Commissioner of Education for 1886-87, pp. 126-7.

[3] Art. VIII, sec. 1, par. 1. (Code of Georgia, 1882, p. 1321.)

[4] Such, however, is now no longer the case. Since the above was written a new state of things has supervened. The Legislature of Georgia, at its present session (1888-89), passed an act providing for the levy of a general property tax of $165,000 for the current year (1889), and $330,000 for the year next ensuing, for the support of the common schools of the State.

[5] This includes the $302,478 which constituted for that year the school fund of the various cities and counties in the State under local laws.

its benefits have increased with even pace. The early beginnings were small. In 1871 there were enrolled in the schools 42,914 white and 6,664 colored children. It was for the tuition of these that the large debt of three hundred thousand dollars was contracted. No debt has been allowed to be contracted since that date. In 1872, as before stated, there were no public schools.

In the early summer of 1873 the State School Commissioner assembled at Atlanta the county commissioners of the State in convention. This meeting was of great importance. Much enthusiasm was aroused; and, as the school finances were on a better basis than at any previous time, the commissioners returned to their respective counties resolved to inaugurate at once public schools. Right well were their resolutions carried out.

GRADUAL INCREASE IN ATTENDANCE.

The following table will show by years the steady advance in the number of children attending the public schools of the State; the enrolment, and the increase in enrolment; the average attendance, and the increase in average attendance, from the year 1871 to the year 1887, inclusive:

Year.	Enrolment.				Average attendance.	Increase over preceding year.
	White.	Colored.	Total.	Increase over preceding year.		
1871	42,914	6,664	49,578	.....	.....	.....
1872 *a*	.....	.....	.....	.....	.....	.....
1873	63,922	19,755	83,677	34,099	.....	.....
1874	93,167	42,374	135,541	51,864	85,839	.....
1875	105,990	50,385	156,375	20,834	98,029	12,190
1876	121,418	57,987	179,405	23,030	108,646	10,617
1877	128,296	62,330	190,626	11,221	119,160	10,571
1878	137,217	72,655	209,872	19,246	130,605	11,445
1879	147,192	79,435	226,627	16,755	*b* 130,565	.....
1880	150,134	86,399	236,533	9,906	145,190	14,625
1881	153,156	91,041	244,179	7,646	149,908	4,718
1882	161,377	95,055	256,432	12,253	164,180	14,272
1883	175,668	111,743	287,411	30,979	188,371	24,191
1884	181,355	110,150	291,505	4,094	195,035	6,664
1885	190,346	119,248	309,594	18,079	209,184	14,149
1886	196,852	122,872	319,724	10,130	226,407	17,223
1887	208,865	133,429	342,294	22,570	226,290	.....

a No public schools were put in operation in 1872.
b The report of average attendance for 1879 was not full.

Thus will it be seen that there has never been a retrogression, either in the total number in attendance[1] or in the number of white scholars.

[1] There was a decrease in average attendance in 1887, as compared with that of the preceding year, of 117. These statistics have been obtained since the writing of the above.

The only falling off in attendance on the part of the colored pupils was in the single year 1884, there having been 1,593 more colored children in the public schools in 1883 than in 1884.

Let us now compare the attendance in 1873 with that in 1885. We find that in the former year there were 63,922 white children and 19,755 colored, or a total of 83,677 in the schools; in the latter year there were 190,346 white, and 119,248 colored pupils, making a total of 309,594 in attendance. From this we may see that the attendance has been in the case of white children 126,424 beyond what it was in 1873, and in the case of colored children an increase will be noted of 99,493; giving an aggregate increase of 225,917.

SPECIAL SCHOOL SYSTEMS.

Side by side with this general school system, established and made operative throughout the State by the school law of 1870, have grown up special school systems, regulated and controlled by local laws. Chatham County led the way, and was the first to have a separate system of her own.[1] She was shortly followed by Columbus.[2] This was in 1866, and antedated the passage of the first general public school law. Atlanta came next in order, her system being formed in 1870.[3] Richmond and Bibb Counties inaugurated their systems in 1872,[4] and Glynn County her system in 1873.[5] In 1884, in addition to those just named, local laws and organized schools existed in Americus[6] (Sumter County), West Point[7] (Troup County), and Sandersville[8] (Washington County), these systems having been developed through special laws enacted from time to time. In 1881[9] public schools were organized in Rome, and a system was inaugurated for the city of Griffin[10] (Spalding County) three years later. Of the thirty or more counties which now enjoy the privileges of special school systems, the more prominent are Richmond, Chatham (Savannah), Bibb, Clarke (Athens),[11] Floyd (Rome), Fulton (Atlanta), and Muscogee (Columbus).

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[1] Historical Record of the City of Savannah. Savannah, 1869. Pp. 155–6. See also the act of March 21, 1866, and the act amendatory to it, approved December 18, 1866. (Laws of 1865–66, pp. 78 and 175.)

[2] Act of December 28, 1866. (Laws of 1866, p. 174.)

[3] Act of September 30, 1870. (Laws of 1870, p. 481.)

[4] Acts of August 23, 1872. (Laws of 1872, pp. 388 and 456.)

[5] Act approved February 21, 1873. (Laws of 1873, p. 256.)

[6] Act of February 13, 1873. (*Ibid.*, p. 114.)

[7] Act approved February 7, 1877. (Laws of 1877, p. 192.)

[8] Act of September 8, 1881. (Laws of 1880–81, p. 429.)

[9] Act of August 11, 1881. (*Ibid.*, p. 421.)

[10] Act approved December 24, 1884. (Laws of 1884–85, p. 331.)

[11] Act of October 15, 1885. (*Ibid.*, p. 603.)

THE MAIN FEATURES OF THE PUBLIC SCHOOLS.

The main features of the public school system were thus outlined by Doctor Orr in his address on the Best School System for a Southern State (pp. 11–13):

"1. The Constitution of the State provides that there shall be a thorough system of common schools for the education of children in the elementary branches of an English education only, the expenses of which shall be provided for by taxation or otherwise.[1] The same limitation which is thus put upon what the State may do educationally is also put upon what a county may do under authority from the State. No such limitation is put upon what a municipal corporation may do by State authority. Hence many of our cities and towns are having a much wider range of studies taught, some of them having established good high schools for both sexes. The general school law of the State provides for teaching spelling, reading, writing, English grammar, geography, and arithmetic, which may be considered as a legislative interpretation of the words 'elementary branches of an English education,' though these words are clearly susceptible of a wider interpretation. Our school law absolutely secures the continuance of public schools for the children of both races for three months of the year in every county of the State, and throughout the entire county.

"2. Both the Constitution and the school law provide that separate schools shall be established for the children of the white and colored races.

"3. Our law creates a State Board of Education, composed of the Governor, the Secretary of State, the Attorney-General, the Comptroller-General, and the State School Commissioner. This board is a body corporate and can hold property. It is an advisory body, to whom the State School Commissioner may apply for counsel when in doubt as to official duty. It is also the high court of appeals in school matters, its decision either between parties litigant, or upon questions involving the construction or administration of the school law, being final.

"4. We also have a State School Commissioner, who is appointed by the Governor and confirmed by the Senate. He is required to prescribe all the forms used by the subordinate school officers, to visit the counties as often as practicable, for the purpose of inspecting school operations and delivering public addresses, to collect school statistics, to make a full report of school operations to the General Assembly, making, at the same time, such recommendations to them in reference to the school policy of the State as his judgment may approve, and to see to the proper administration of the school law throughout the State. He is also a judge, and sits as such to hear and determine appeals from the decision of County Boards on suits in controversy before them. From his decision, as has been stated, there is an appeal to the State Board.

[1] Art. VIII, sec. 1, par. 1. (Code of Georgia, 1882, p. 1321.)

"5. The law also provides for a County Board of Education, consisting of five members chosen by the Grand Jury. The term of office is four years; but the terms of the members are so arranged that there is a change in the constituents of the board every two years, three new members coming in at the time of one change, and two at the time of the next. It is the duty of this board to locate schools, to employ teachers, to pass upon all accounts, and to direct all the school operations of the county. The board also sits as a court for trying all matters of school controversy. No man is eligible to membership on this board unless he is a freeholder.

"6. The County School Commissioner is the executive officer of the County Board, and is elected by that board. He examines teachers, executes the contract which the board makes with them, visits and inspects schools, collects school statistics, and is the custodian of the school fund, receiving and paying out, when ordered by the board, all funds raised for school purposes.

"7. The Board of Education also appoints three school trustees for each school district of the county. The principal duty of these trustees is to recommend teachers for the different schools of their district. They are required to recommend, as teacher for each school, the person whom they believe to be the choice of the community, and the board is bound to employ this person, if he can stand a satisfactory examination and produce evidence of good moral character.

"8. The Grand Jury also perform certain educational functions. They are themselves chosen under the Constitution from among 'the most experienced, intelligent, upright men of the county.' As has been seen, they elect the members of the County Board of Education. The County School Commissioner is required to make a full report to them, once a year, of the school operations of the county, and to place his books before them for examination; and they are required, in their general presentments, to take such notice of the management of the school interests of the county as they may think proper."

In conclusion may be quoted a statement made by Doctor Orr in the same address,[1] relative to the high repute in which the Georgia public school system is held, and the distinguished place which, by virtue of its excellence and efficiency, it occupies among kindred existing systems of other States. "A few years ago," he says, "I had the honor of being placed by the National Educational Association upon a committee charged with the duty of reporting upon the best school system for a State. The chairman of the committee was the Hon. James H. Smart, who has been trusted by the State of Indiana, having held and filled with credit the highest educational positions in the gift of that State. The other member of the committee was the Hon. J. P. Wickersham, for sixteen years Superintendent of Public Instruction for the State of Pennsylvania, a man who ranks, and deservedly ranks, second

[1] The Best School System for a Southern State, p. 11.

to no one among the educational thinkers and organizers of this continent. After twelve months' study of the systems of all the States, the ideal system, the system considered as the best and which was submitted as the best to the Association, followed very closely in its leading provisions the school law of Georgia; and both these distinguished gentlemen afterward, in public addresses delivered in my State,[1] declared the Georgia system to be the very best, with one or two exceptions, in the United States."

[1] This was spoken before the Florida Chautauqua.

CHAPTER IV.

THE UNIVERSITY OF GEORGIA.[1]

EARLY PLANS AND LEGISLATION.

This first of the institutions of higher education established within the limits of the State of Georgia, an institution which has nearly com-

[1] A History of Georgia, from its First Discovery by Europeans to the Adoption of the Present Constitution in MDCCXCVIII, by Rev. William Bacon Stevens, M. D., D. D. 2 vols. Philadelphia, 1859. Vol. II, pp. 344, 353–5, 360–4.

George R. Gilmer's Georgians. New York: D. Appleton & Co., 1855. Pp. 239, 240.

Lippincott's Cabinet Histories: Georgia. Philadelphia, 1854. Pp. 94, 273–4.

Digest of all the Laws and Resolutions now in Force in the State of Georgia on the Subject of Public Education and Free Schools, by John A. Cuthbert. Milledgeville, 1832. Pp. 179–80.

D. W. Lewis's Report on Public Education. Milledgeville, Ga., 1860. Pp. 42, 113–14, 119, 124–5.

The Commonwealth of Georgia. The Country; the People; the Productions. By J. T. Henderson. Atlanta, Ga., 1885. Pp. 263–8.

Donation of Fifty Thousand Dollars by Gov. Joseph E. Brown to the State University, the Correspondence on the Subject, and Action of the Board of Trustees Accepting the Donation. Atlanta, Ga., 1883. Pp. 35.

Evans's History of Georgia. Macon, 1884. Pp. 124–5.

Address delivered before the Alumni Society of the University of Georgia at the Annual Commencement July 14, 1885, by Charles Z. McCord. Pp. 27.

Centennial Catalogue of the Trustees, Officers, and "Alumni of the University of Georgia from 1785 to 1885." Athens, Ga., 1885. Pp. 85.

Code of Georgia, 1882. Pp. 253–6.

Chancellor Mell's letters on the State University in September, 1887.

Address delivered February 3, 1875, before the General Assembly of the State of Georgia, on the Condition, Interests, and Wants of the University of Georgia, by Henry H. Tucker, Chancellor of the University. Atlanta, Ga., 1875. Pp. 37.

White's Statistics of Georgia. Savannah, 1849. Pp. 69, 72–6.

T. P. Janes's Hand-Book of Georgia. Atlanta, Ga., 1876. Pp. 182–5.

Chancellor's Report to the Governor, 1873. Savannah, 1874. Pp. 11.

A Gazetteer of the State of Georgia, etc., by Adiel Sherwood. 3d ed. Washington City, 1837. Pp. 115–22.

Stephenson's Geology, etc., of Georgia. Atlanta, Ga., 1871. Pp. 167–9.

Georgia, etc., by J. T. Derry. Philadelphia, 1878. Page 106.

Kiddle and Schem's Cyclopædia of Education, etc. New York and London, 1877. Page 349.

A Code of Laws for the Government of Franklin College, University of Georgia:

UNIVERSITY OF GEORGIA.

pleted the one hundred and third year of its chartered existence and the eighty-seventh year of its active operations, properly introduces the subject of higher education. The earliest date associated with it is 1784. On February 25th of that year the Legislature of Georgia passed an act laying out what were then called the counties of Franklin and Washington,[1] a territory which now embraces more than a dozen counties as at present constituted. The eleventh section of that act conveyed forty thousand acres of those lands, then wild, to the Governor for the time being, and certain other persons named, in trust for the endowment of a college or seminary of learning, there being at that time no such institution in existence.[2] The recital that "whereas, the encouragement of religion and learning is an object of great importance to any community, and must tend to the prosperity, happiness, and advantage of the same,"[3] was accompanied with directions to the county surveyors to "lay out in each county twenty thousand acres of land of the first quality, in separate tracts of five thousand acres each." These lands were severally vested in and granted to the Governor, and John Houstoun, James Habersham, William Few, Joseph Clay, Abraham

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made, enacted, and ordained by the Senatus Academicus, at their session in Milledgeville, in November, 1834. Athens, Ga., 1835. Pp. 43.

Catalogue of the Officers and Students of Franklin College, University of Georgia. 1842. Athens, April, 1842. Pp. 12.

Catalogus Curatorum, et eorum qui Munera et Officia gesserunt, quique aliquo Gradu exornati fuerunt in Collegio Franklinensi, Athenis, in Republica Georgiæ. Athenis: MDCCCLVIII. Pp. 31.

A Gazetteer of the State of Georgia, by Adiel Sherwood. 2d ed. Philadelphia, 1829. Pp. 54-67, containing a full account of the history of Franklin College prior to that time, and constituting one of our principal sources up to that period.

Present Organization and Proposed Plan of Expansion of the University of Georgia. Athens, 1872. Pp. 16.

A Plea for the Unification of the University of Georgia and the Denominational Colleges, etc., by Rev. J. O. A. Clark, D.D. Macon, Ga., 1874. Pp. 42.

White's Historical Collections of Georgia. New York, 1854. Pp. 223-4, 394-5, 397-8.

Statements and Discussions Elicited by Attacks and Criticisms on the University of Georgia, by Chancellor Mell. Athens, Ga., 1887. Pp. 21.

[1] See an act for laying out two or more counties to the westward, and pointing out the mode of granting the same. (Watkins's Digest, pp. 290-5.)

[2] When, on July 8, 1783, the Legislature of Georgia assembled at Augusta, the Governor, Hon. Lyman Hall, in his message on that occasion, said:

"In addition, therefore, to wholesome laws restraining vice, every encouragement ought to be given to introduce religion and learned clergy to perform divine worship in honor of God, and to cultivate principles of religion and virtue among our citizens. For this purpose, it will be your wisdom to lay an early foundation for endowing seminaries of learning; nor can you, I conceive, lay a better than by a grant of a sufficient tract of land that may, as in other governments, hereafter, by lease or otherwise, raise a revenue sufficient to support such valuable institutions."

This idea or suggestion of granting land to endow "such valuable institutions" is interesting, not only for the reason that it was the foundation stone in the history of the University of Georgia, but also because it is the earliest recorded opinion on the subject of education in Georgia after the close of the Revolutionary War.

[3] Section XII of act.

Baldwin, William Houstoun, and Nathan Brownson, who were appointed the trustees of the institution to be erected.

In the passage of this act, Abraham Baldwin, a graduate of Yale, and one of the best scholars of his time, was chiefly instrumental. Though he had recently come to Georgia, Mr. Baldwin's popularity was already so great as to secure for him a seat in the General Assembly. During the session he originated the plan of the University of Georgia, and obtained from the Legislature the grant of land, as above stated, for its endowment.

BILL FOR THE ESTABLISHMENT OF THE UNIVERSITY OF GEORGIA.

The Assembly, by an act passed on the 27th of January, 1785,[1] developed almost into maturity the germ of a University found in their legislation the previous year. Under this act a charter was granted to the persons above mentioned, and to certain others named in addition,[2] as trustees of an institution to be established and to be called the "University of Georgia." The bill was entitled, "An act for the more full and complete establishment of a public seat of learning in this State," and opens with a preamble which, in the language of Dr. Alonzo Church, "would do honor to any Legislature, and will stand a monument to the wisdom and patriotism of those who framed and of those who adopted it."[3] This preamble reads as follows:

"As it is the distinguishing happiness of free governments that civil order should be the result of choice, and not necessity, and the common wishes of the people become the laws of the land, their public prosperity and even existence very much depends upon suitably forming the minds and morals of their citizens. When the minds of the people in general are viciously disposed and unprincipled, and their conduct disorderly, a free government will be attended with greater confusions and evils more horrid than the wild uncultivated state of nature. It can only be happy where the public principles and opinions are properly directed and their manners regulated. This is an influence beyond the reach of laws and punishments, and can be claimed only by religion and education. It should, therefore, be among the first objects of those who wish well to the national prosperity, to encourage and support the principles of religion and morality, and early to place the youth under the forming hand of society, that by instruction they may be moulded to the love of virtue and good order. Sending them abroad to other countries for their education will not answer these purposes, is too humiliating an acknowledgment of the ignorance or inferiority of

[1] Marbury and Crawford's Digest, pp. 560-2.

[2] Viz, John Habersham, Abiel Holmes, Jenkin Davis, Hugh Lawson, William Glascock, and Benjamin Taliaferro.

[3] Address before the Georgia Historical Society, February 12, 1845. (White's *Statistics of Georgia*, p. 69.)

our own, and will always be the cause of so great foreign attachments, that upon principles of policy it is inadmissible.

"This country, in the times of our common danger and distress, found security in the principles and abilities which wise regulations had before established in the minds of our countrymen; that our present happiness, joined to the pleasing prospects, should conspire to make us feel ourselves under the strongest obligations to form the youth, the rising hope of our land, to render the like glorious and essential services to our country."

The act provided that the general superintendence and regulation of the literature of this State should be confided to two bodies, one consisting of the Governor and Council, the Speaker of the House of Assembly, and the Chief Justice, termed a "Board of Visitors;" and the other, consisting, as we have seen, of thirteen persons, to be called the "Board of Trustees." These two bodies, united, were to constitute the "Senatus Academicus of the University of Georgia."[1] This "Senatus Academicus" was to "consult and advise, not only upon the affairs of the University, but also to remedy the defects and advance the interests of literature through the State in general."

The fourteenth section of this bill also declared that "all public schools instituted, or to be supported by funds or public moneys in this State, shall be considered as parts or members of the University, and shall be under the foregoing directions and regulations;" while by the ninth all the officers of the University were required to be "of the Christian religion," and to "publicly take the oath of allegiance and fidelity."

LIBERAL SPIRIT OF THE CHARTER.

That which is most striking in the charter of the University of Georgia, and which best indicates the catholic spirit in which it was conceived and drawn, is found in the eleventh section, wherein the trustees are forbidden to "exclude any person, of any religious denomination whatsoever, from free and equal liberty and advantages of education,

[1] The union and joint operation of these boards no longer exist (for abolition of the Senatus Academicus, see Act of December 14, 1859, Laws of 1859, pp. 26–7). The board of trustees, which originally consisted of thirteen members, has since been increased to thirty-six, and exercises an independent and unassisted control over the affairs and interests of the University. The Board of Visitors, as now known, is composed of five citizens annually appointed by the Governor, whose business it is "to attend the examinations at the University of Georgia, preceding the annual commencement, and to examine personally into the condition and management of the institution;" they receiving as a compensation for their services (which must not exceed ten days) four dollars a day, estimating from the date of leaving home. (Act of October 13, 1887, Laws of 1887, p. 67.)

Five new members have been added to this board through the establishment of the Georgia School of Technology at Atlanta, the commissioners appointed for the erection, equipment, and organization of that institution being regarded as ex-officio trustees of the *University*.

or from any of the liberties, privileges, and immunities of the University in his education, on account of his or their speculative sentiments in religion, or being of a different religious profession." Truly has it been said of this institution: "It was the creation of no one man or set of men; it was the gift of no political party; it was the offspring of no religious or denominational sect; it drew its life and being from the State by whom it was created. It was of the people, by the people, and for the people."[1]

After the act of 1785, under which the University of Georgia received its charter and its trustees were appointed, nothing more was done in its behalf for many years. Until the Constitution of 1798 ordained that the next Legislature should take effectual measures for the University, it had no funds or donations except the forty thousand acres of wild land at first appropriated. These lands lay on the north-western frontier, and were open to the danger of Indian hostilities.[2] This circumstance, in connection with the fact of their exceeding cheapness,[3] and the difficulty of securing purchasers, rendered them almost entirely unproductive of income. The lands, therefore, of the University could not be made available for any valuable purpose, and the trustees were unable to give vitality to the institution. By the treaty of Beaufort,[4] April 28, 1787, about five thousand acres of the land granted to the University had been ceded to South Carolina, which reduced the amount to thirty-five thousand acres; and even this amount was further curtailed by the fact that some of the University lands overlapped lands previously granted to other parties.[5]

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[1] See McCord's Speech, pp. 5–6.

[2] "The country was perfectly wild," writes Chancellor Tucker, "and mostly uninhabited, except by Indians. Even in those portions of the State which were most thickly settled, and had been longest inhabited by white people, so savage was the condition that it was found necessary to provide, by the act of March 3, 1784, 'that a guard, consisting of an officer and from six to twelve horsemen, be furnished to the commanding officer of each county; that is to say, the guard of Chatham County, to escort the President and Council to the lower line of Effingham County; that the guard of Effingham County be ready there to escort them to the lower line of Burke County; and that the guard of Burke County be ready there to escort them to the lower line of Richmond County; and that the guard of Richmond County be ready there, to escort them to Augusta.'" (Tucker's Address on the Condition, Interests, and Wants of the University of Georgia, pp. 13–14.)

[3] "Probably the whole forty thousand acres could not have been sold for one thousand dollars. * * * As an evidence of the low value set on these lands, it is worthy of notice, that the State offered to give five hundred acres of it to any man, and any kind of man, who would set up a saw mill on any portion of it—he to take his choice; and on the same conditions, two thousand acres to any one who would set up a forge." (Watkins, 205.) "To each head of a family who would settle on it, the State offered to give two hundred acres, with fifty acres additional for every member of his family, whether old or young, white or black." (*Ibid.*, 234, 309, etc.) "If the sale of the forty thousand acres had been forced, it may well be doubted whether it would have brought three cents an acre." (Tucker's Address, pp. 13–15.)

[4] *Watkins's Digest, p. 752*; and Marbury and Crawford, pp. 337, 662.

[5] *Tucker's Address, p. 16.*

FIRST MEETING OF THE ACADEMIC SENATE.

The first meeting of the Senatus Academicus of the State, of which any record remains, was held at Louisville, in Jefferson County, in November, 1799. The original intention[1] of the Legislature seems to have been to cause buildings for the University to be erected in that town, but the donation of Governor John Milledge[2] changed the plan. In 1801 he gave to the trustees, for the benefit of the University, about six hundred and thirty acres of land, on a part of which the University buildings are situated, and the rest of which is now occupied by the city of Athens.

Soon afterward the institution went into operation. We have the following account of this event from the pen of Governor Wilson Lumpkin:[3]

"In 1801," he says, in a letter dated November 1, 1855, "the trustees determined to put a college into operation. By the patriotic donation of Governor Milledge, they had plenty of ground and a most eligible site to build upon; but they had no houses or money in hand to build them,[4] or even funds to pay a president of a college an adequate salary, or aid him by a faculty of any sort.

JOSIAH MEIGS THE FIRST PRESIDENT OF FRANKLIN COLLEGE.

"Yet that most excellent man, with all his attainments, Josiah Meigs,[5] LL. D., was induced to accept the presidency, of what has been called Franklin College ever since the year 1801, with a limited and precarious salary, and if I am to rely upon record, without the aid of a professor or even a tutor,[6] and he continued in that office until 1811, his first classes reciting under the shades of a large oak, for the want of a better

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[1] See Watkins's Digest, p. 320, Act of January 26, 1786. The expediency of establishing the University at Greensborough was also at one time considered, the Legislature having, by an act for laying out Greene County within the limits of Franklin County, and including a portion of the University land, approved February 3, 1786 (Watkins, pp. 322–3), authorized the trustees to lay out that town, sell the lots, and apply the proceeds to the benefit of the University. This project, however, did not meet with general favor. Efforts were also made to locate the institution in Hancock, Columbia, and Wilkes Counties.

[2] It is due to the memory of Mr. Milledge to say that he was one of the first with whom the idea of establishing our State University originated. He cordially united with the most eminent men in Georgia to carry out that important measure.

[3] Lewis's Report, pp. 124–5.

[4] When Franklin College was opened, we are told (Evans's History of Georgia, p. 124) that no suitable building had as yet been erected; and there were but two houses in Athens at that time. According to Chancellor Tucker's account, the only college edifice was a frame building of only one room. (Tucker's Address, p. 23.)

[5] He was a professor of natural philosophy and astronomy in Yale College, and was elected by the "Senatus Academicus" in 1800, at a salary of fifteen hundred dollars. (Stevens's History of Georgia, Vol. II, p. 362.)

[6] The truth *was that he had the* assistance of one professor for the first five years of *his service, and of one tutor during* the last five years. (Lewis's Report, p. 125.)

shelter. Yet in the ten years of Mr. Meigs's presidency, upward of fifty students were graduated and received their regular degree of A. B."

The first commencement of Franklin College was held in May, 1804, the exercises being conducted under an arbor formed of branches of trees, upon the campus. "Here, in this rustic chapel, surrounded by the primeval forest, and amidst a gathering of a few friends of the institution, and a still larger number of persons assembled to witness the novel scene, Col. Gibson Clark, the Hon. Augustin S. Clayton, General Jephtha V. Harris, Col. William H. Jackson, Prof. James Jackson, Thomas Irwin, Jared Irwin, Robert Rutherford, Williams Rutherford, and William Williamson graduated with the honors of the institution."[1]

Upon the close of President Meigs's term of service the exercises of the college were, through lack of funds, suspended for a year. In 1812 the Rev. John Brown, D. D., was called to the vacant chair, where he remained until 1816, when he resigned. During his administration upward of twenty students received diplomas.[2] There were no classes in 1813, in consequence of the war with Great Britain.

At first the college had looked for its partial support to the rent accruing from the lands given by the State. In that early day English ideas were largely prevalent, and it was thought that a long rent-roll was the best of all endowments. Experience soon proved that in this new country the renting of lands was not profitable. Some of the lands were accordingly sold,[3] and the college was sustained from the proceeds of such sales. It was soon discovered, however, that this plan was unwise, and afterward the lands were all sold, payment being made in the notes of the purchasers, bearing interest and secured by mortgage.[4] By the act of December 16, 1815, the State authorized the Governor to advance to the trustees any amount of money not exceeding two-thirds of the sum called for by these notes,[5] and to receive the notes in lieu of the same. One hundred thousand dollars was the sum agreed upon,

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[1] Stevens's History of Georgia, Vol. II, p. 364.

[2] Lewis's Report, p 125.

[3] "None of the lands were sold until 1803, and then only a small portion, and at a low price." (White's Statistics of Georgia, p. 73.)

[4] Section III of the act of December 16, 1815 (Prince's Digest, pp. 870–1), declares that "if the said trustees should dispose of the lands aforesaid upon a credit, the bonds given by the purchasers for the same shall be secured by good personal security, together with a mortgage upon the land so purchased; and the said bonds and mortgages, when collected, shall be applied by the said trustees to the subscription for stock in any banks now in this State, in case further subscriptions should be by them opened, or any bank which may hereafter be established by the State or the United States."

[5] Under the provisions of this act the University lands were sold, and, as nearly as has been ascertained, the aggregate amount of the sales was about one hundred and fifty thousand dollars, one hundred thousand of which, under the direction of the *Legislature,* were converted into bank stock, and the balance, it is supposed, was *applied to the purpose of* reimbursing the State for advances made to the University *from time to time.* (Lewis's Report, p. 119.)

but as the money was not paid, this amount was regarded as a debt due to the University by the State, and it was agreed that interest should be paid upon the same at the rate of eight per cent. per annum. In compliance with this arrangement, the sum of eight thousand dollars has been regularly and annually paid by the State to the University to the present day. The act establishing this permanent University fund was not passed until December 21, 1821.[1] "Finally," says Governor Lumpkin, in a letter dated November, 1855,[2] "what has been called the permanent endowment of the University was made by the act of the Legislature of 1821, by which the State took into its own keeping the one hundred thousand dollars of bank stock owned by the University, and secured to the University the payment of eight per cent. per annum on one hundred thousand dollars; since which date the limited financial condition of the institution has been free from any serious embarrassment."

Dr. John Brown was succeeded in the presidency of the college by Robert Finley, D. D., of Baskingridge, N. J., whose term was brief. It was terminated by his death in 1817. Then ensued an interregnum, occasioned chiefly through the inability of the Board of Trustees to organize the faculty in a satisfactory manner. This lasted until 1819, when the Rev. Dr. Moses Waddell was elected president. Franklin College was then in a very unfortunate plight. "When he took charge of it," writes Governor Gilmer,[3] "there were neither funds, professors, nor students." Doctor Waddell was an admirable disciplinarian and organizer.[4] Under his management the institution was established upon a firmer and better basis than at any former time. The attendance of students increased, and the Board secured the services of a respectable number of professors and enlarged the library[5] and apparatus.[6] His term expired in 1829, when the Rev. Alonzo Church, D. D., of Brattleborough, Vt., was called to the chair. The latter had for some years been filling the professorship of mathematics and astronomy in the institution.

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[1] Prince's Digest, pp. 873–4. The act was entitled "An Act to provide for the permanent endowment of the University, and to appropriate moneys for the erection of a new collegiate edifice at Athens."

[2] Lewis's Report, p. 119; see also pp. 113–4 of the report.

[3] "Georgians," p. 239.

[4] Doctor Waddell had taught a large academy in Abbeville (S. C.) with remarkable success, for a number of years. Under his tuition some of the most distinguished men in Georgia and South Carolina received, in whole or in part, their education. From long and successful experience he had acquired a reputation for the government and instruction of youths which amply qualified him to give character and reputation to the college, as subsequent events abundantly proved. (Georgia Gazetteer, 1837, p. 119. See also Ramsay's History of South Carolina, Vol. II, pp. 369–71.)

[5] This was originally due to an act approved November 28, 1806 (Clayton's Digest, p. 308), by which the trustees had been allowed to establish a lottery for the purpose of raising three thousand dollars to purchase a library for the use of the University.

[6] White's *Statistics of Georgia*, p. 73.

In 1830 one of the main college buildings,[1] including the library and a portion of the apparatus, was destroyed by fire; and to replace the loss thus incurred, and also to aid in the current expenses, an appropriation of six thousand dollars was made by the Legislature,[2] which was annually continued from 1830 until 1841. While this fund has been regarded by some in the light of a donation from the State, it would appear to have been really nothing more than an acknowledgment by the State of a long outstanding debt. For, when the thirty-five thousand acres of land were sold and brought one hundred and fifty thousand dollars or more, only one hundred thousand dollars, as has been seen, were invested in bank stock for the benefit of the University, leaving about seventy-five thousand dollars, beside the five thousand acres lost under the treaty of Beaufort, unaccounted for, in the hands of the State. This liability was met by an annual appropriation of the interest thereon, which was estimated at six thousand dollars.

ASSISTANCE TO THE UNIVERSITY BY THE STATE.

The first money advanced by the State to the University consisted of five thousand dollars, paid in 1802.[3] Another loan of ten thousand dollars was made in 1816,[4] and still another of the same amount in 1830. The last-mentioned sum was to be employed in repairing the damage inflicted by fire in buildings and equipment. In the same year, it will be remembered, the six thousand dollar appropriation began, which was in part devoted to the same object.

From 1841, when this appropriation was discontinued, until 1875, a period of thirty-four years, nothing whatever appears to have been contributed to the University by the State. In February of the latter year an act was passed[5] giving five thousand dollars a year for three years to the "Georgia State College of Agriculture and the Mechanic Arts," which was a branch of the University, the origin and history of which will be shortly considered. On the 29th of September, 1881,[6] the Legislature appropriated two thousand dollars per year for four years, to make tuition free; and on September 27, 1884,[7] an appropriation of two thousand five hundred dollars was made to repair certain buildings[8] on the college campus.

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[1] Three had been erected—Old College about 1801, Philosophical Hall about 1817, and the Demosthenian Hall in 1824.

[2] See act of December 21, 1830. (Cuthbert's Digest, pp. 185-7.)

[3] Act of November 27, 1802. (Clayton's Digest, p. 79.)

[4] Act of December 18, 1816. (Prince's Digest, pp. 871-2.)

[5] Session Laws of 1875, p. 11.

[6] Session Laws of 1881, p. 16. In the same year ten thousand dollars were appropriated by the Legislature to rebuild North Georgia College.

[7] Session Laws of 1884, p. 15.

[8] Among these was the chapel (built about 1832), which has, with the assistance of *this fund, been entirely* remodelled in its interior arrangements, and is now a very *respectable audience hall.*

The most recent State donation to the University was that which was effected during the last session of the General Assembly, in October, 1887.[1] By four separate enactments of the same date, five thousand dollars were given to the University to repair its buildings; five thousand, for a similar purpose, to the branch college at Dahlonega; and thirty-five hundred dollars each to the branch colleges established at Thomasville and Milledgeville. These sums, inclusive of the amount realized from the sale of the forty thousand acres of land, conveyed by the act of February 25, 1784, made available by the State by the advance of sixty-six and two-thirds cents on the dollar, and forming the endowment fund of the University from which the eight thousand dollar annuity is drawn, constitute all the pecuniary assistance which the State has, in one way or another, given to what Chancellor Tucker terms "the child and property of Georgia."

New College was built about 1831. Like Old College, it is used as a dormitory for the accommodation of students. In the following year the Ivy Building and the chapel were erected; and from 1834 dates the construction of the Phi Kappa Hall. This belongs to the Phi Kappa Literary Society, which was founded in 1820, Washington's birthday being the anniversary of its establishment.[2] The other literary society of the University, the Demosthenian, was founded as early as the year 1802,[3] and is therefore almost coeval with the opening of Franklin College. Its annual meetings are held on February 19th of each year. Both of these societies are in active and successful operation, and have always been regarded as important factors in the college training. Each has a library of about three thousand volumes.

PRIVATE BENEFACTIONS.

In 1854 Dr. William Terrell, of Hancock County, bequeathed twenty thousand dollars to the University, which it still retains. With this fund, says Governor Herschel V. Johnson in his message of 1855,[4] an agricultural chair was established, the interest of this gift being applied to the support of its professor. This was the second benefaction which the institution received from private sources, the first having been Governor Milledge's land gift in 1801. The bequest of Governor George R. Gilmer should be next mentioned. By it he donated fifteen thousand dollars to the trustees for the purpose of improving the "school-masters of Georgia." In 1873 the city of Athens gave the sum of twenty-five thousand dollars for the erection of what is known

[1] Acts of 1887, pp. 10–13.

[2] Georgia Gazetteer, 1837, p. 121.

[3] *Ibid.*, 1829, p. 64. We are told that it "had at that time for its accommodation a handsome brick building, with a beautiful hall and other apartments, and was in a flourishing condition."

[4] Lewis's Report, p. 94.

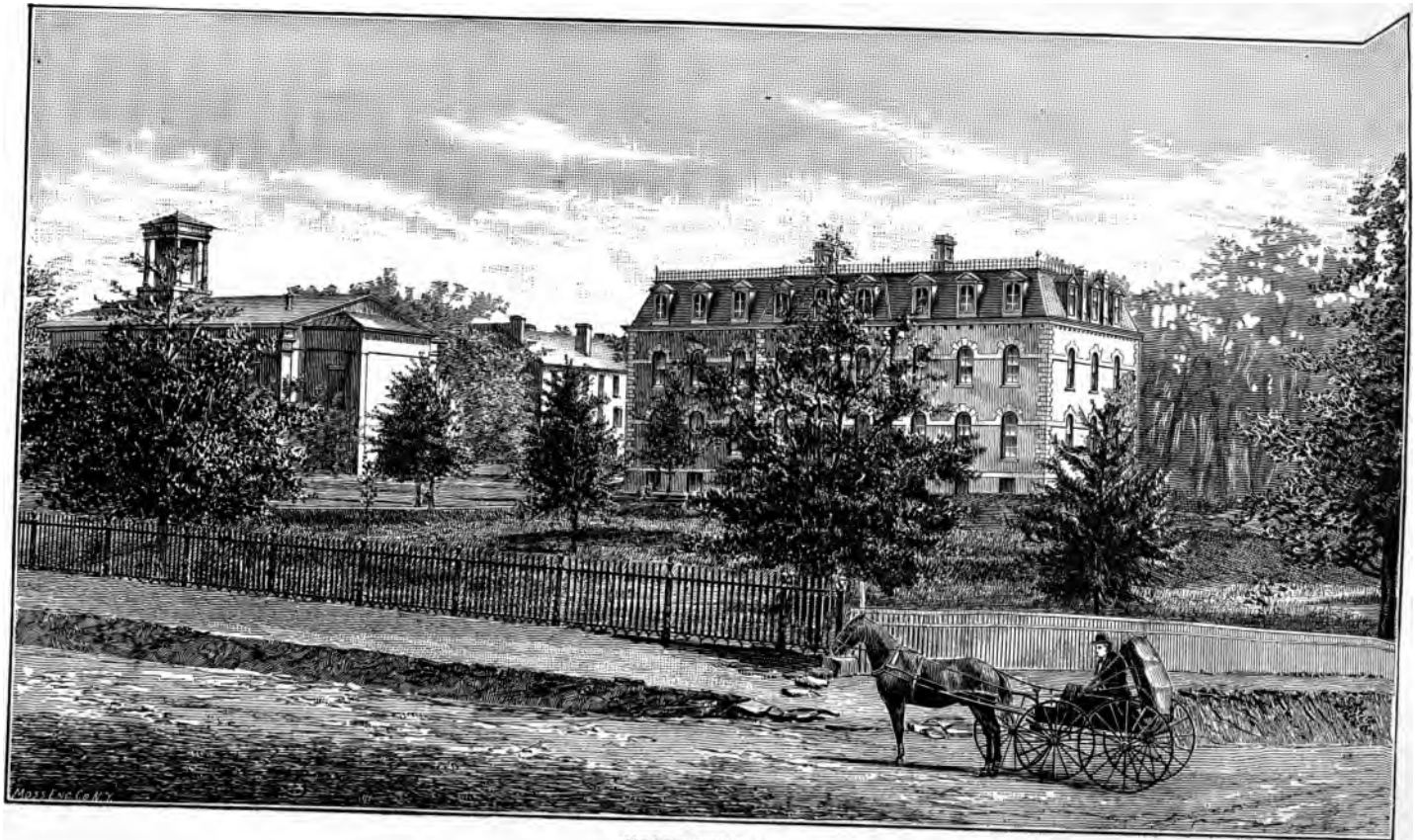
as the "Moore College." This structure was completed in the following year, and is by far the handsomest building on the campus. It is three stories high, exclusive of the mansard roof. The entire first floor and basement are appropriated to the use of the chemical department, and contain, among other things, analytical laboratories, an assay-room, a room for microscopic and spectroscopic work, and an industrial museum. The second floor is devoted to the department of natural philosophy, and the third to that of engineering. Moore College is the seat of the "Georgia State College of Agriculture and the Mechanic Arts."

THE CHARLES MCDONALD BROWN SCHOLARSHIP FUND.

The most recent and noteworthy donation to the University was made by Senator Joseph E. Brown, ex-Governor of Georgia, in 1881, and is known as the Charles McDonald Brown Scholarship Fund. This fund, consisting of fifty thousand dollars, bears the name of one of Senator Brown's sons, who died while prosecuting his studies at the University, and by whom, had he lived, this sum might have been possessed. The income arising from this fund is intended to "aid worthy young men of the State in their efforts to get an education," and four students are, each year, enabled to avail themselves of the assistance thus afforded. An applicant for benefits under this fund must be "eighteen years old, of good moral character, apt to learn, of reasonable health and proper ambition," and "he must be prepared at least for the Freshman class." Money is loaned out only to those who, unaided, would not be able to acquire a university education, on the condition that they refund the money thus loaned, as soon as they can make it, after providing for their livelihood in an economical manner; and the amount which is repaid by each student, with interest at four per cent., in return for the money he has received, is added annually to the principal of the endowment. Young men pursuing their studies for the purpose of preparing themselves for the ministry, or who, after completing their studies, may devote themselves to the work of the ministry, are required to return with interest only one-half the amount loaned to them. The colleges participating in the benefits of this fund are those at Athens and Dahlonega, and the Medical School at Augusta.

Doctor Church's administration closed in 1859. He had served the University in the capacity of president for thirty years. About the same time the Senatus Academicus of the State of Georgia was abolished, and all its rights, powers, duties, and privileges were given to the Board of Trustees of the University of Georgia, in whom was vested the sole government of that institution, subject to the direction of the General Assembly of the State.[1] In 1860 the title of president was changed to that of chancellor, Rev. Andrew A. Lipscomb, D. D.,

[1] See Act of December 14, 1859. (Laws of 1859, pp. 26–7.)



MOORE COLLEGE.

LL. D., being the first incumbent.[1] He remained at the head of the University until 1874,[2] when he was succeeded by the Rev. H. H. Tucker, D. D., LL. D.

By an act of the Congress of the United States, approved July 2, 1862, there was given to each of the States, for educational purposes, an amount of land equal in quantity to thirty thousand acres for each Senator and Representative to which the State was entitled under the apportionment of 1860. The State of Georgia, by the act of March 10, 1866, accepted this grant of land on the conditions specified in the grant, and by the act of December 12, 1866, the Governor was empowered to receive and sell the scrip representing the said land, and to invest the proceeds for the purposes mentioned in the grant. The amount realized from the sale of this scrip was $242,202.[3] On the 30th of March, 1872, His Excellency James M. Smith, Governor of Georgia, transferred the fund thus obtained to the trustees of the University of Georgia, and on the 1st day of May, 1872, the trustees opened and established the "Georgia State College of Agriculture and the Mechanic Arts." This institution was a distinct organization, complete in all its parts, but still constituting an integral school of the University of Georgia, controlled by the trustees of the latter, and presided over by the chancellor *ex officio*. There are thus two colleges in one. The students of both are taught by the professors of each, in the same lecture and recitation rooms, largely from the same text-books, and frequently in the same classes. The combination has proved harmonious and advantageous.

THE ELECTIVE SYSTEM ESTABLISHED.

In 1869 what is known as the "Old College curriculum" was for the most part displaced by giving the students, on certain conditions, an elective course of study, and by establishing various other degrees in addition to those formerly conferred. "Retaining the undergraduate course and adding to the old-time A. B. curriculum other curricula, so as to give undergraduates the option of modern languages and of a

[1] In a report of the trustees of the University of Georgia to the Governor (Joseph E. Brown), dated October 2, 1860, appears the following: "At the meeting of the Board of Trustees of the University of Georgia, which lasted from July 27 to August 3, 1860, inclusive, the offices of chancellor and vice-chancellor were created, Rev. Andrew A. Lipscomb, D. D., being called to fill the first place, and Rev. P. H. Mell, D. D., professor of moral and mental philosophy, being elected to the second. The Faculty, as at that time organized, consisted, in addition to the above-named officers, of William S. Rutherford, Jr., A. M., professor of mathematics and astronomy; William H. Waddell, A. M., professor of ancient languages; Richard M. Johnston, A. M., professor of oratory and belles-lettres; James Woodrow, Ph. D., professor of natural philosophy, chemistry, and natural sciences; William D. Wash, A. M., adjunct professor of mathematics and natural philosophy; and Dr. Daniel Lee Terrell, professor of agriculture." (Quoted in Lewis's Report on Public Education, p. 42.)

[2] There was a suspension of college exercises from September 1, 1863, to January 1, 1866.

[3] *Pamphlet Laws of 1872; McCord's* Address, 1885, p. 15.

greater degree of philosophy and science than was admissible in the chiefly disciplinary A. B. course," writes the late Chancellor Mell,[1] "it [the University] added schools in which young men might prepare themselves as civil and mining engineers, as chemists, as physicists, and as scientific farmers." Since about 1870 the new system of instruction, which is termed the University system, has been in force; and there are now, besides the A. B. course, bachelor of philosophy, of science, of chemical science, of agriculture, and of engineering, and master of arts courses, all of which end in degrees.

The year 1873 is remembered as that in which the University entered into arrangements with the Medical College at Augusta, in pursuance of which the latter became one of its departments. With this event we have no present concern, as the Medical College will be considered at length elsewhere.

NORTH GEORGIA AGRICULTURAL COLLEGE AT DAHLONEGA.

We therefore turn our attention to the North Georgia Agricultural College at Dahlonega (Lumpkin County), which was opened in January, 1873. The school owed its origin to the act of Congress of July 2, 1862, entitled "An Act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts." The act contemplated the "endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes."

By an act of March 10, 1866, as has been observed, the General Assembly of Georgia accepted the donation "upon the terms and conditions prescribed" in the act of Congress; and, upon the receipt of the fund, the interest of it, amounting to about seventeen thousand dollars, was placed under the control of the trustees of the University, to carry into effect the objects of the act. The North Georgia Agricultural College, having been incorporated in 1871, received from the United States Government, in pursuance of an act of Congress in that year, a donation of the building at Dahlonega previously known as the United States Branch Mint, with ten acres of land connected therewith. A contract was then made with the trustees of the University, by which the North Georgia Agricultural College became a branch and part of the University, the title to the above-mentioned property being conveyed to the trustees of that institution, on the conditions specified in the donation; they appointing the president of the college, making a certain allowance for its support, and exercising over it a general

[1] *Statements* and Discussions, etc., by Chancellor Mell, p. 16.

supervision. The charter of the college authorizes it to confer degrees, viz, the A. B. and B. S. degrees. The degree usually conferred, however, is that of A. B.; the design being to make the curriculum as nearly as possible the same as that prescribed in the bachelor of arts course at Athens.

The privileges of this school are enjoyed by both sexes. It is a common thing for the A. B. degree to be conferred upon females at Dahlonega.

Military tactics form an important feature in the college course. The instruction in this department is both theoretical and practical—the former, by a study of the tactics prescribed in the United States Army; the latter, through actual drills in artillery and infantry tactics, and in other military exercises.

This college is a participant in the benefits of the Charles McDonald Brown Scholarship Fund, from which it receives one thousand dollars annually.[1]

Hon. David W. Lewis was the first president of Dahlonega, and the students in attendance during its first session numbered one hundred and seventy-seven.

BRANCH COLLEGES AT THOMASVILLE, CUTHBERT, AND MILLEDGEVILLE.

In addition to the college at Dahlonega, three other "Branch Colleges" of the University have been established, viz: the South Georgia College of Agriculture and Mechanic Arts, which was opened at Thomasville, Thomas County, in September, 1879; the South-West Georgia Agricultural College, located at Cuthbert, Randolph County, and opened during the same month;[2] and the Middle Georgia Military and Agricultural College, at Milledgeville, Baldwin County, which commenced operations in January, 1880.[3] In reference to the school at Cuthbert, it is proper to state that it is no longer a branch of the University. It ceased to be regarded as such in 1885, when its directors failed to comply with their contract with the trustees.[4] Prior to this event about seven thousand dollars of the interest of the land scrip fund had been annually distributed among the branch colleges.[5]

[1] See "Donation of Fifty Thousand Dollars by Governor Jos. E. Brown to the State University, the Correspondence on the Subject, and Action of the Board of Trustees accepting the Donation," p. 9.

[2] See act authorizing the establishment of branches of the State University at Cuthbert and Thomasville, approved December 16, 1878. (Laws of 1878–79, pp. 97–98.)

[3] See act of incorporation, approved October 14, 1879. (*Ibid.*, pp. 91,92.)

[4] Since writing the above, another (1888–89) session of the Legislature has convened, one of the first acts of which was the reception of Cuthbert back into the University system. An appropriation has likewise been made of three thousand dollars to Dahlonega, and two thousand dollars each to the other three branch colleges.

[5] Two thousand dollars had gone to the school at Dahlonega, fifteen hundred to the one at Milledgeville, and *about* twelve hundred dollars to the schools at Thomasville and *Cuthbert, respectively.*

Like the North Georgia Agricultural College, the schools at Thomasville and Milledgeville are mixed schools, and in them members of both sexes are taught. In them, too, military exercises form a part of the instruction. But, unlike Dahlonega, they are considered as merely preparatory schools for the University, their collegiate capacity being limited to the Freshman and Sophomore years, after which students are expected to repair to the parent and central institution, and there complete their course. The old State Capitol buildings, which were granted to the trustees of the University of Georgia for the purpose of establishing a branch college at Milledgeville, are at present occupied by the college, and are said to furnish ample accommodations for the students.

Doctor Lipscomb's term of office expiring in 1874, Rev. Henry H. Tucker, D. D., LL. D., who had previously[1] been the president of Mercer University, succeeded to the chancellorship of the University. He occupied this position till 1878, when the late lamented Rev. P. H. Mell, D. D., LL. D., was elected. For almost a decade did this worthy chancellor preside over the affairs of the University. Only a few months[2] ago was he called away from a life of energetic usefulness and unswerving devotion to the charges committed to his keeping.

Under the University system there are, in addition to the three branch colleges and the Medical Department at Augusta, already alluded to, the Franklin and State Colleges and a Law Department at Athens.

FRANKLIN COLLEGE.

In Franklin College four courses of study are open to the student: the classical or bachelor of arts course; the literary or bachelor of philosophy course, which differs from the A. B. course in so far as it allows the substitution of French and German for the Latin and Greek of the latter course; the scientific course; and the master of arts or highest and most comprehensive course in the University. There are ten Academic Schools in Franklin College: School of the Latin Language and Literature; the Greek Language and Literature; the Modern Languages; Belles-Lettres, including rhetoric, criticism, and æsthetics; Metaphysics and Ethics; Mathematics; Physics and Astronomy; Chemistry; History and Political Science; and Biology and Geology. All of these schools enter into the composition of a master of arts degree, and consequently the receipt of an A. M. diploma implies that the student has satisfactorily availed himself of all the privileges of the college. While the amount of work imposed by this course is, perhaps, greater than that experienced in the other courses of the University, the duration of it is less, the master of arts course only extending through the Junior and Senior years.

[1] From 1866 to 1871. [2] His death occurred January 26, 1888.

THE STATE COLLEGE.

The State College embraces schools of Agriculture, Engineering, and Applied Chemistry. That of Agriculture is designed principally for the sons of farmers, or other young men who purpose making farming their leading occupation, and is a strictly professional school. There are four classes in this school, during the first two of which English, arithmetic, trigonometry, mensuration and surveying, and book-keeping are studied. Students of the Junior year pursue the studies of general chemistry, physics, natural history, embracing botany and zoölogy, experimental field-work at the farm,[1] and practical work in the chemical and biological laboratories; and those of the Senior class studies in industrial and agricultural chemistry, agriculture, theoretical and practical, and geology and mineralogy. Bachelor of agriculture is the degree conferred in this school. The courses in engineering and applied chemistry occupy likewise four years. The diplomas awarded in these departments are bachelor of engineering and bachelor of chemical science.

In referring to the work accomplished by the State College, the late Chancellor Mell, in a letter to Martin V. Calvin, Esq. (of Augusta), dated September 19, 1887, says: "In the State College of Agriculture here has been given the most thorough instruction in those departments of science that have most intimate relation with scientific agriculture. Scattered all over Georgia are accomplished physicists and chemists, who are competent to give scientific instruction and practical aid in such scientific analyses as farmers need, who obtained their culture in the halls of the Agricultural College here. Through the agency of this institution then, there have been given to the State not a small number of men who are thoroughly versed in all those sciences that make the important factors in scientific agriculture. Ninety-four (94) accomplished young men have graduated from the Agricultural College here during the few years of its existence,[2] and fifty-one undergraduates enrolled themselves on its books as matriculates last year."

THE LAW DEPARTMENT.

The Law Department of the University is the successor to the Lumpkin Law School, which was established in 1859.[3] Of this the professors were Joseph H. Lumpkin,[4] Thomas R. R. Cobb, and William Hope Hull. This school ended, *eo nomine*, with the death of Chief-Justice Lumpkin, when the present Law Department was inaugurated. Since it was or-

[1] This farm, located at what is known as "Rock College" (built in 1861), in the suburbs of Athens, consists of some sixty-five acres, fifty of which are under cultivation.

[2] It was established in 1872.

[3] See act of December 19, 1859. (Laws of 1859, p. 84.)

[4] It was Chief Justice Lumpkin who organized the Phi Kappa Society. (White's Historical Collections of *Georgia*, p. 395.)

ganized the professors of law have been William L. Mitchell, Benjamin H. Hill, William M. Browne, Pope Barrow, George Dudley Thomas, and Andrew J. Cobb. The last two are now in office, and are assisted by Samuel C. Benedict as lecturer on medical jurisprudence.

The course of instruction in the Law Department is completed in one year, consisting of two terms, the first being devoted to the study of Blackstone's Commentaries, Broom's Commentaries on the Common Law, and the Constitutions of the United States and of the State of Georgia; and the second term to the study of the principles of pleading, evidence, equity, commercial law, and the Code of Georgia. During this second term frequent moot courts are held, in which one of the professors presides, and the students are taught the actual practice of their profession. A study of medical jurisprudence is embraced in the course; and, until his death, it was the custom of Chancellor Mell to deliver lectures to the students on parliamentary law.[1] At the end of the course students receive their diplomas, by virtue of which they are admitted without examination to practise in the superior courts of the State of Georgia, and in all other courts of the State except the Supreme Court. To this latter court the diploma admits when the good moral character[2] of the applicant is properly vouched for.

SCHOLARSHIPS.

The first free scholarship established at the University of Georgia appears to have been founded upon a donation of the late Robert Taylor, Esq., of the city of Athens, who bequeathed a certain amount to support a young man at college. This failed because of the fact that it was based upon property owned at the time of his death, which became valueless in consequence of the emancipation of slaves.

When the State College of Agriculture was organized, a free scholarship was awarded, for appointment, to each member of the Legislature, and a certain number were given to the city of Athens, which had donated twenty-five thousand dollars for the construction of a building.[3] Writing of these scholarships in 1875, Chancellor Tucker says:[4] "The University offers tuition free to three hundred and fifteen students. About one hundred of these free scholarships are occupied, and we now offer two hundred and fifteen more to the people of Georgia. It is but

[1] Chancellor Mell wrote in 1876 A Manual of Parliamentary Practice, which is the text-book used in the University. This work is held in high repute throughout the Southern States. The Chancellor was a fine presiding officer, and in that capacity performed long and valuable services.

[2] See Catalogue, 1886–87. The Code of Georgia, 1882, p. 255, provides that "any law student having a diploma of graduation, signed by the proper authority of the University, is entitled to plead and practise law in all the courts of law and equity of this State on the same terms of the graduates of the Lumpkin Law School."

[3] Viz, Moore College.

[4] *See Dootor Tucker's* Address in 1875, pp. 31–2.

fair, however, to say that two hundred and fifty free scholarships are on the bounty of the land scrip fund, which was a gift from the Congress of the United States, and only sixty-five are on the bounty of what is called Franklin College. But as matters now stand, both the Agricultural College and Franklin College are constituent parts of the University of Georgia; the students of both occupy the same buildings, are taught by the same instructors, and enjoy the same privileges." In 1877 we are told that "fifty meritorious young men of limited means," residents of Georgia, were admitted to the academic department (Franklin College) free of tuition, in return for which they were expected to teach in the State for a term of years equal to the time they had enjoyed the advantages of the University; and that needy students intending to enter the ministry also received tuition free.[1]

Upon the introduction of free tuition for all departments of the University, except the Law and Medical Departments, in 1881, free scholarships of course ceased to exist. The Charles McDonald Brown Scholarship Fund, established about the same time, constitutes the only student help now afforded at the University.

THE LIBRARIES OF THE UNIVERSITY.

There are four libraries in the University: the college library, containing some thirteen thousand volumes; the Gilmer library, which is a collection of about one thousand volumes of select literature, bequeathed to the University by His Excellency the late ex-Governor George R. Gilmer;[2] and the Demosthenian and Phi Kappa libraries, consisting each of some three thousand volumes. In addition to the general library of the University, the Law Department has a special library containing many of the standard law books. It may not be inappropriate to mention in this connection that the branch college at Milledgeville has recently come into possession of a library of about three thousand volumes. There are also several thousand books in the library of the Medical Department at Augusta.

It is claimed that the University of Georgia has the finest physical and chemical apparatus in the South, the physical being valued at ten thousand dollars. It possesses also a large collection of mineralogical and geological specimens, and is well supplied with engineering models and machines for testing the strength of materials.

THE PROPERTY OF THE UNIVERSITY.

The property of the University, including its ten main college buildings, which cost in the aggregate one hundred and forty thousand dollars, and the apparatus, which is worth fifty thousand more, has an

[1] Kiddle and Schem's Cyclopædia of Education, p. 349.

[2] These two libraries occupy the entire second floor of what is known as the Library Building (*erected in 1862*).

estimated value of $663,000.[1] Beside the campus, which consists of thirty-seven acres of land and is a part of the original gift of Governor Milledge, there is an experimental farm of sixty acres at Rock College, in the suburbs of Athens, belonging to the University.

Large numbers have graduated from the University of Georgia, and many of its alumni have been prominent, both in the State and the Federal Government.[2] The various chairs have been occupied by seventy-seven professors,[3] and there have been forty-two tutors. The college has graduated seventy-nine classes. According to Chancellor Tucker's estimate, made in 1875,[4] the University has given to the State one hundred ministers, twenty-six Congressmen, nine supreme court justices, fifty superior court judges, thirty presidents or professors of colleges, about two hundred legislators, four governors, and two bishops. Inclusive of its undergraduates, it has been instrumental in the education of fully six thousand persons in Georgia. During the session of 1887–88 there were in attendance upon all the departments of the University 1,177 students.

The University of Georgia is now under the efficient and energetic management of the Rev. Dr. William E. Boggs, of Memphis, Tenn. He was elected to the position of chancellor, as successor to the late Doctor Mell, in October, 1888.

GEORGIA SCHOOL OF TECHNOLOGY.

On October 13, 1885, an act[5] to establish a technological school as a branch of the State University, to appropriate money for the same, and for other purposes, was passed by the General Assembly of Georgia. In it provision was made for the appointment of five "fit and discreet

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[1] See Centennial Catalogue, etc. (published 1885).

[2] Among them may be mentioned Alexander H. Stephens, Howell Cobb, Benjamin H. Hill, and Herschel V. Johnson. It may also be interesting to know that Dr. Crawford W. Long, the discoverer of anæsthesia, was a graduate of this institution.

[3] The faculty of instruction at Athens, including the professors of law and the lecturer on medical jurisprudence, at present consists of eleven professors.

Among the professors at different times connected with the University may be mentioned the Rev. Patrick H. Mell, D. D., LL. D., James P. Waddell, William H. Waddell, and William G. Woodfin, in the department of ancient languages; C. P. Wilcox, A. M., in that of modern languages; Charles F. McCay, A. M., LL. D., John LeConte, M. D., William L. Jones, M. D., Charles S. Venable, LL. D., L. H. Charbonnier, A. M., and Montgomery Cumming, A. M., in natural philosophy; Alonzo Church, A. M., William LeRoy Broun, A. M., LL. D., and Williams Rutherford, A. M., in mathematics; Joseph LeConte, M. D., Joseph Jones, M. D., Harry Hammond, M. D., and H. C. White, C. and M. E., in chemistry and geology; D. C. Barrow, Jr., in engineering; Joseph H. Lumpkin, LL. D., William L. Mitchell, A. M., Pope Barrow, and A. J. Cobb, in law; William M. Browne, A. M., in history and political science; and William B. Stevens, D. D., William T. Brantly, D. D., R. M. Johnston, A. M., and Charles Morris, A. M., in belles-lettres and rhetoric.

[4] See Doctor Tucker's Address, p. 24.

[5] *Laws of 1884–85, pp.* 69–72.

persons," citizens of the State, to be known as the Commission on the School of Technology, whose business it should be to procure the grounds and buildings necessary for the establishment of the institution. That school was to be located within or near the corporate limits of that city or town in the State which should offer the best inducements for such location in the opinion of the Commission. Preference was to be given to such place as should be easy of access to all the people of the State, due regard being had to the appropriateness, eligibility, and healthfulness of the surroundings. The selection, once made, was to be final. It was further enacted that when so established the school should be a part of the University of Georgia, and come under the control and management of its Board of Trustees, and the general supervision of its chancellor; that its officers should be a president, a superintendent of the manual department, a secretary and treasurer of the faculty, and such other professors, teachers, and instructors as should be necessary, in the opinion of the Board of Trustees, to carry on the school in accordance with the intention of the act; that a course of practical training in the use and manufacture of tools and machines for wood and iron working should be provided for all the students of the school; and that the curriculum should include, as near as practicable, consistent with the appropriation,[1] the branches now taught and followed in the Free Institute of Industrial Science at Worcester, Mass.[2]

Atlanta has been chosen as the seat of the School of Technology. It was selected both with reference to its central situation and on account of the liberal inducements offered, the city giving fifty thousand dollars in cash, and fifty thousand dollars in the shape of a twenty-five hundred dollar annuity for twenty years, while the citizens contributed twenty thousand dollars in cash, and the land for the site, which is valued at ten thousand dollars. No members of the faculty, except the president, Dr. Isaac S. Hopkins, who at present occupies a like position in Emory College, and two of the professors have been elected. There are two college buildings, which, it is hoped, will be ready for occupation by August 1st of the current year (1888).[3]

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[1] Sixty-five thousand dollars.

[2] This institution "was founded by John Boynton in 1865, through a conviction that it is possible advantageously to unite in a course of training thorough mental discipline and a knowledge of the application of science to some of the practical arts. It offers a good education, based on the mathematics, living languages, physical sciences, and drawing; and gives sufficient practical instruction in some branch of applied science to secure to its graduates a livelihood. It is specially designed for those who wish to become mechanics, civil engineers, chemists, or designers. Special prominence is given to the element of practice, which is required in every department. The training of students preparing for mechanical engineers occupies three and a half years; that of all others three years of forty-two weeks each." (Report of the Commissioner of Education, 1884-85, p. 135.)

[3] Since writing the above, a prospectus of the Georgia School of Technology has been issued, a faculty of instruction secured, and the institution regularly opened to students. *The school is now (1889)* in successful operation.

CHAPTER V.

DENOMINATIONAL SCHOOLS.

BAPTIST INSTITUTIONS.

MERCER UNIVERSITY.[1]

If to the University of Georgia must be accorded the first place among the schools for the higher education of the youth of Georgia, the second most certainly belongs to Mercer University at Macon.

GEORGIA BAPTIST CONVENTION.

This institution is the property of the Baptists, and owed its origin to the Georgia Baptist Convention, under whose auspices it was founded. At the annual session of that body at Buckhead Church, Burke County, in the spring of 1831, the Rev. Adiel Sherwood offered a resolution, which was adopted, to establish in some central part of the State, as soon as the funds should justify it, a classical and theological school,

[1] Georgia Gazetteer, by Adiel Sherwood. 3d ed. Washington City, 1837. Pp. 324-5.

Memoirs of Elder Jesse Mercer, by C. D. Mallary. New York, 1844. Pp. 160–78.

Georgia Baptists—Historical and Biographical, by Jesse H. Campbell. Richmond, 1847. Pp. 195, 201–11.

White's Statistics of Georgia. Savannah, 1849. Pp. 76–7.

Thomas P. Janes's Hand-Book of Georgia. Atlanta, Ga., 1876. Pp. 186–7.

History of the Baptist Denomination in Georgia, etc. (Compiled for the Christian Index.) Atlanta, Ga., 1881. Pp. 143–57, 199–201, 215–17, 247–55.

The Baptist Encyclopædia, etc., by William Cathcart, D. D. Philadelphia, 1883. Pp. 782–4.

President Battle's Sketch of Mercer University (prepared for Picturesque America in 1885).

The Commonwealth of Georgia, etc., by J. T. Henderson. Atlanta, Ga., 1885. Pp. 269–70.

Catalogue and Triennial Register of Mercer University, Macon, Ga., 1885–86.

Annual Catalogues for 1886–87 and 1887–88.

Historical Record of Macon and Central Georgia, etc., by John C. Butler. Macon, Ga., 1879. Pp. 299–302.

American Baptist Register for 1852. Philadelphia, 1853. Pp. 426–8. Mercer University, *by Rev. B. M. Sanders.*

Catalogues for 1856–57, 1858–59, 1874–75, 1879–80.

which would "unite agricultural labor with study, and be opened for those only preparing for the ministry."[1] The idea of founding a manual labor school, where theory and practice should be taught,—a scheme much in favor with Georgia Baptists,—seems to have originated with Doctor Sherwood,[2] who was the first to demonstrate its feasibility in the academy established by him near Eatonton, in Putnam County, early in 1832.[3] His plan, as then presented, contemplated an institution exclusively for the benefit and training of young ministers. At the next meeting of the convention, however, which was held at Powellton in 1832, the resolution was modified so as to admit "others besides students of divinity."

Lands and money having been subscribed, a site was chosen for the proposed school, seven miles north of Greensborough, in Greene County, identical with the location of the present village of Penfield, in Oglethorpe County.

REV. JESSE MERCER.

The school, called Mercer Institute, was so named in honor of the Rev. Jesse Mercer, a Baptist divine and philanthropist, well known throughout Georgia for his zeal, liberality, and piety. He was one of the earliest advocates of a thorough educational system, and of him it has been said that "he was the most influential minister of his day, and perhaps the most distinguished minister of the denomination ever reared up in the State."[4] Deeply did Mr. Mercer appreciate the compliment thus paid him, and of this his subsequent acts gave proof. "As it was determined by his brethren that the seminary should bear his honored name, from its first establishment it engaged his unremitting solicitude. * * * Indeed the part which he took in the nurture and endowment of this institution[5] may be considered the most important and prominent of the many and useful benevolent services of his whole life."[6]

One of the objects of the Georgia Baptist Convention,[7] as set forth in its constitution, was "to afford an opportunity to those, who may conscientiously think it their duty, to form a fund for the education of pious young men who may be called by the spirit and their churches to the Christian ministry." From 1826 to 1832 several beneficiaries were adopted by the Convention, and no less than eight received aid from the Convention in the last-named year. In 1828, Josiah Penfield, a de-

[1] History of the Baptist Denomination, etc., p. 144.

[2] Mallary's Life of Mercer, p. 165.

[3] Georgia Gazetteer, 1837, p. 324.

[4] Campbell's Georgia Baptists, p. 182.

[5] He was by far the largest contributor, as he gave during his life and by will about forty thousand dollars. (Baptist Encyclopædia, etc., p. 782.)

[6] Mallary's Life of Mercer, p. 165.

[7] The *Convention was incorporated* under the act of December 22, 1830.

vout deacon of the Savannah Baptist Church, offered to give twenty-five hundred dollars toward a fund for the education of young ministers, provided the Convention would contribute an equal amount. More than twenty-five hundred dollars were subscribed by the delegates at the Convention in Milledgeville in March, 1829. From this Penfield legacy, and from annual additions, grew the permanent fund for the education of young ministers, which at one time amounted to thirty-three thousand four hundred dollars.

CLASSICAL AND THEOLOGICAL SCHOOL ESTABLISHED.

Having an educational fund, the Convention, as before stated, resolved in 1831 to establish a classical and theological school to be connected with manual labor; and in the following year a subscription of fifteen hundred dollars was reported and a site was chosen. The executive committee who had charge of the matter from the first acted on the maxim "do not go in debt," and made the best arrangements which the means in hand would permit. The buildings were located in what is now the village of Penfield, and consisted of "two double cabins, with a garret to each, for dwelling, for dining, and for study, for both teachers and students."

THE FIRST PRINCIPAL, MR. SANDERS.

"With these limited accommodations," continues the Rev. B. M. Sanders, the first and only principal of Mercer Institute, "I opened the institution in January, 1833, with thirty-nine students, having thirty-six of them to board in my own family. Among those were seven young men preparing for the ministry.

"I shall ever remember with lively emotions of pleasure[1] the patience and cheerfulness with which the students of this year sustained the privations and trials to which they were subjected by their cramped circumstances. They may be truly said to have borne hardness like good soldiers. While living as in a camp in their midst, and burdened with the charge and responsibility of the literary, theological, laboring, and boarding departments, I found no little support in all my cares and labors from witnessing that, while they lived upon the cheapest fare, had no place for study but the common school-room, no place to retire to for rest but a garret without fire in the coldest weather, and labored diligently three hours every day, no complaint was heard, but that the most entire cheerfulness ran through all their words and actions.

"In a word, those favorable indications of the success of the enterprise soon began to inspire its friends with confidence, and to animate

[1] See Mr. Sanders's Valedictory Address delivered before the Trustees, Faculty, Students, and Friends of Mercer University, December 12, 1839 (given in part in Mallary's *Life of Mercer*, pp. 166–75).

their efforts for the extension of its advantages. An amount was soon raised to erect another large wooden building, with eight comfortable rooms for dormitories, and a brick basement for chapel and school-rooms.

"The second year's operations were commenced with increased accommodations, with an additional teacher and eighty students, seventy of whom boarded in commons. During the second and third years, the building of a larger and more comfortable dwelling, a commodious dining-room, and two society halls, abundantly increased both the comforts and conveniences of the institution."

The growth of Mercer Institute was gradual until 1837, when a new departure was made, the result of which was its elevation to the character and dignity of a college. Inspired by the example of the Presbyterians, who were contemplating the erection of a college at Midway,[1] near Milledgeville, in Baldwin County, the Baptists determined to build one at Washington (Wilkes County). Into this movement Mr. Mercer had gone with all earnestness, contrary to his usual principle of not dividing resources. A hundred thousand dollars had been subscribed for the school at Washington,[2] when it was decided to give up the attempt, since it was feared that the denomination could not support both institutions. The great financial panic which overwhelmed the country in 1837, and delayed the operations of some of the most solid institutions for several years, was the chief motive for this determination. The establishment of the Southern Baptist College[3] at Washington was, therefore, abandoned by its projectors, at a meeting of the Board in Athens in 1837, in consequence of the embarrassments of the times, the inadequacy of the means in hand, etc. It was then determined to connect a collegiate department with the Mercer Institute, continuing at the same time its academic system. Mr. Mercer was sorely disappointed at this,[4] but magnanimously accepted the decision. "I cannot work alone," was his emphatic declaration; "I must go with my brethren;" and before the close of the year he subscribed five thousand dollars for the endowment of the Collegiate Department at Penfield. Application was made to the Legislature, and a charter was granted by that body in December, 1837,[5] with the usual privileges to colleges.

[1] Viz, Oglethorpe University (incorporated by act of December 21, 1835; see Prince's Digest, pp. 877–8).

[2] According to Mr. Butler (History of Macon, p. 299), fifty thousand dollars were subscribed to this object in 1836, which amount was increased to one hundred thousand dollars during the following year.

[3] Such was the name of the proposed institution, the act incorporating it having been passed December 29, 1836. (Prince's Digest, p. 879.)

[4] It seems that, in addition to liberal contributions to the enterprise, he had likewise tendered a beautiful situation in the suburbs of the town or Washington, as a home for the purposed institution.

[5] See Act to amend an Act, entitled an Act to incorporate the Baptist Convention of the State of Georgia, *approved* December 22, 1837. (Laws of 1836–37, pp. 152–3.)

OFFICIAL BEGINNING OF MERCER UNIVERSITY.

Under this charter the Baptist Convention of the State of Georgia at its session in May, 1838, elected the first Board of Trustees of Mercer University.[1] The first meeting of this Board was held at Penfield, in July of the same year, when they assumed the management of the institution; and this date may be regarded as the official beginning of Mercer University, though the college classes were not organized until January, 1839. Intermediately an agent had succeeded in securing the transfer of sixty thousand dollars of the subscriptions which had been made to the college at Washington to the University, and in 1838 the institute assumed the title of Mercer University, in honor of its great promoter, the Rev. Jesse Mercer. About the same time a town was laid out around the institution and named after Josiah Penfield, the founder of the school, who was also the donor of one of the first contributions to "aid in the education of poor young men preparing for the ministry." Many lots were at once sold, and the proceeds were appropriated to build a female academy. A condition was attached to all the sales of lots prohibiting the keeping thereon of gambling-houses or tippling shops, on pain of forfeiture of title.

In consideration of the wholesome influence which Mr. Sanders's administration had exerted in the institute, and for the reason that, during the six years of its existence, students had been attracted to it from all parts of the State, twenty young men having been sent out to preach the Gospel, religious revivals among the students having been frequent, and "nearly one hundred of them," to use Mr. Sanders's own words, "having been hopefully transferred from the kingdom of darkness to that of light," it was thought that no better man than Mr. Sanders could be selected as president of Mercer University. He was accordingly chosen, and he entered upon his duties early in January, 1839. His retirement from the presidential chair of the college in December of the same year occasioned a temporary suspension of its exercises. He had then held the position for almost eleven months, and under his able direction the infant University, like its parent, the institute, had enjoyed a fair measure of prosperity, ninety-five students having been in attendance during this first year of its scholastic work.

In February of the following year Mercer University was reopened with one hundred and thirty-two students in the collegiate and academic

[1] The late Thomas Stocks, so long a prominent member in the Georgia Senate and House of Representatives, was the first president of this Board, continuing in that office about twenty-five years. Among the other members of the Board, twenty-seven in all, may be mentioned C. D. Mallary, V. R. Thornton, J. H. Campbell, Jesse Mercer, B. M. Sanders, Mark A. Cooper, Adiel Sherwood, and J. E. Dawson. The members of this Board were fair representatives of the Baptist denomination in Georgia in piety, wealth, intelligence, and in social and political influence. They gave the *University its shape* and character, and to their wise counsel, in its formative period, *is due much of its past* success.

departments. The faculty, as then constituted, embraced the Revs. Otis Smith, president and professor of mathematics; Adiel Sherwood, professor of sacred literature and moral philosophy; Robert Tolifree, professor of chemistry and natural philosophy; Albert Williams, professor of ancient languages; and S. P. Sanford and J. W. Attaway, assistant professors. The Convention at this time supported five beneficiaries at the institution.[1]

On the 6th of September, 1841, the Rev. Jesse Mercer, who had for half a century occupied a high and influential position among the Baptists of Georgia, and than whom few, if any, in the denomination could be remembered as exhibiting more wisdom in counsel, more profundity in the knowledge of divine things, more assiduity in pious labors, and greater liberality in his contributions to the cause of benevolence, terminated his useful and honored days. Of the influence which he exerted, Mr. Mallary truly and eloquently said: "It was as salutary as it was extensive, and as pure as it was powerful. The gospel which he unfolded with so much skill, clearness, and heavenly unction, had exerted much of its transforming power upon his heart, and rendered him, character and life, an eminent illustration of the truth of the doctrines which he proclaimed."[2]

In December, 1844, the manual labor system, which had been on trial since the foundation of the institute in 1833, was abandoned, having proved to be inefficacious.[3] Several other attempts had been made, during the same decade, to establish manual labor schools in different places, which, with one exception,[4] had likewise failed. The country was not yet ready for the introduction of that new feature in education.

THE UNIVERSITY CONTINUES THROUGHOUT THE CIVIL WAR.

Mercer University continued to advance in prosperity until the commencement of the War. The Senior class of 1861, which consisted of thirty-one members, was the largest ever graduated from that institution. When the trustees met at Atlanta it was resolved by them not to suspend the University, but to continue its exercises for the benefit of

[1] History of the Baptist Denomination, etc., p. 200.

[2] See the Report adopted upon the death of Jesse Mercer, which was written by the Rev. C. D. Mallary, and presented before the Convention of 1842. (*Ibid.*, p. 201.)

[3] "Not only unprofitable, but positively injurious," thought Mr. Campbell. (*Ibid.*, p. 155.) The Board of Trustees reported December 18, 1844, that "*whereas* the manual labor department of Mercer University has been sustained at a heavy expense—an expense which the present state of our funds will not justify, and has, in our judgment, materially retarded the growth of our institution * * * *resolved*, that this department be and is hereby indefinitely suspended." (*Ibid.*, p. 250.)

[4] Hearn Manual Labor School, located at Cave Spring (Floyd County), and founded in 1839.

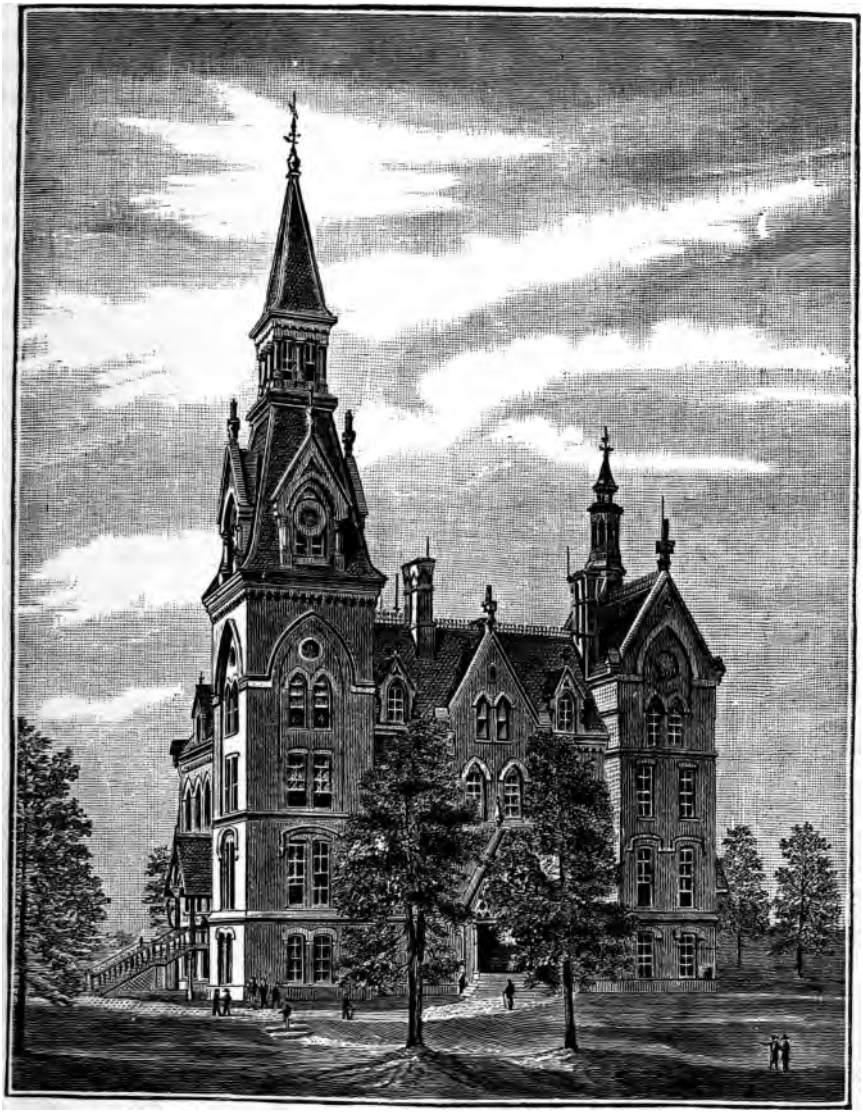
all those who might be able to prosecute their studies. At a later period of the War, a resolution was adopted tendering tuition without charge to disabled Confederate soldiers, many of whom gratefully availed themselves of the kind and patriotic offer.[1]

The trustees succeeded in holding a meeting in December of 1865, and began the rehabilitation of the University and the reorganization of its faculty. Three officers were appointed, who conducted the school until July, 1866, when two more were elected, one of whom entered on his duties immediately, and the other early in 1867. One of the effects of the War upon Mercer University was to change its location. In 1850, at a meeting of the Convention at Marietta, a feeble effort was made to move the college to Griffin. In 1857 a more determined effort at removal was made in the Convention in session at Augusta, which, however, experienced a most decided repulse. But the War, and especially the redundant currency it set afloat, made men and communities more adventurous and speculative, and under this influence the project of moving the University assumed a new phase. Consequently, when the City Council of Macon offered one hundred and twenty-five thousand dollars and nine acres of choice lots in a most desirable locality of the town, to the University, if it would remove to that place, its directors did not hesitate in accepting the proposition. The faculty temporarily opened the institution in Macon, on their own responsibility, in 1870, and in 1871, the new charter having been perfected, the trustees resolved to locate the University permanently in that city, and to sustain a high school, under their care, at Penfield, utilizing for that purpose the campus and such of the buildings as might be necessary. Mercer University was, accordingly, formally transferred to Macon in October, 1871. The trustees at once proceeded to the erection of a large and handsome four-story brick building, containing over thirty rooms, which were to be devoted to the library and apparatus, and used for the purposes of recitation. They also erected a brick building as a dormitory and dining-hall for students. A chapel and a building to contain the museum and to furnish lecture-rooms were in contemplation, but the financial panic of 1873 caused a suspension of further proceedings. In his description of the institution, six years later, Mr. Butler[2] speaks of two buildings of handsome architectural style which were still to be erected, from which it would appear that the design of the trustees, as entertained in 1873, had not then been perfected.

COURSES OF STUDY.

The leading idea in the establishment of Mercer University, as it had been in the case of the institute, was to afford the advantages of a Christian education to the sons of Georgia, and to furnish an intellect-

[1] Butler's History of Macon, p. 300. [2] *Ibid.*, p. 301.



MERCER UNIVERSITY.

ual and theological equipment to young men contemplating the gospel ministry. Throughout its entire career it has kept this purpose steadily in view. The University embraces three departments: 1st, the College of Liberal Arts; 2d, the Department of Theology; 3d, the Law School.

In the College of Liberal Arts, the scheme of instruction includes two courses of study,—the Classical (of four years) and the Scientific (of three years). Each of these has a carefully arranged curriculum, and between them applicants have an election. Graduates in the former school receive the degree of bachelor of arts; in the latter, bachelor of science. It is to be observed that *courses*, and not *individual studies*, are elective.

DEPARTMENT OF THEOLOGY.

The Department of Theology, intended for the special theological instruction of candidates for the ministry, has always been regarded as an integral part of the system. In both Mercer Institute and the University a theological education was a primary thought, and was specifically provided for in donations and legacies.[1] Very appropriately, therefore, was the Rev. Adiel Sherwood, in 1840, elected the first theological professor. He was a clergyman of excellent classical and theological training. Since making Georgia his permanent home, in 1818, he had been an active minister, had organized several churches, had preached very extensively, had taught a number of young ministers at his own house, and had been foremost in all measures for the progress of the Baptist denomination in the State. The actual originator of the Convention and of Mercer Institute, it was desired that he should develop the Theological Department of the University, which had grown, in a great measure, from his earnest advocacy of liberal education. But he remained a professor three years only, accepting a call to the presidency of Shurtleff College, in Illinois, in 1843. In 1845 the Theological Department of Mercer University was more fully organized, and was continued until 1862. During that time seven classes, numbering twelve members, graduated with the degree of B. D. The course was quite extensive and thorough, embracing Greek, Hebrew, systematic and practical theology, ecclesiastical history, and Biblical literature. Two professors usually gave most of their time to the instruction in this department, and the course of study extended through three years.[2]

For some time after the establishment of the Southern Baptist Theological Seminary, this department lapsed into a state of suspended ani-

[1] From the American Baptist Register for 1852, p. 427, we learn that in 1851 there were in Mercer University a Central Association Theological Professorship Fund of $18,400; a Mercer Theological Fund of $21,500; and a new Theological Fund of $450.

[2] History of the Baptist Denomination, etc., p. 250.

mation.[1] But of late years a renewed demand has arisen for instruction nearer home,[2] and this school of divinity is now showing signs of vigorous life. The graduates in this department receive the degree of bachelor of divinity.

THE LAW SCHOOL.

The Law School was organized in 1873, with three professorships, viz, international and constitutional law, common and statute law, and equity jurisprudence, pleading, and practice. By an act of the General Assembly of Georgia, "Any person having from the proper authorities of Mercer University in this State a diploma of graduation in the Law School of said University, shall be authorized to plead and practise in all the courts in this State, without further examination."[3] The degree conferred is that of bachelor of law.

The property of Mercer University is estimated at three hundred thousand dollars.[4] Its productive funds amount to about half that sum.[5] It has excellent buildings, a library of about nine thousand volumes, a very fair equipment of physical and chemical apparatus, and a good cabinet of minerals and fossils. The central edifice is a handsome structure. It has eight commodious recitation and lecture-rooms, with a private study attached to each; three library, two apparatus, and two cabinet rooms; two society halls,[6] with library; and a suite of apartments for the president.

INFLUENCE OF MERCER UNIVERSITY.

Mercer University has contributed to the pulpit, the bench, the halls of Congress, the gubernatorial office of Georgia, and to the various

[1] This institution, established and opened in 1859, was first located at Greenville, S. C. A concentration of money and patronage on that enterprise, in order to build up a first-class theological seminary at the South, was deemed advisable by the Southern Baptists generally, in consequence of which the Theological Department at Mercer University remained for many years inoperative. Indeed, one of the theological professors of Mercer, Dr. William Williams, left in 1859 to join the faculty at Greenville, being elected to that position. (History of the Baptist Denomination, etc., p. 251.)

[2] The rem oval of the Southern Baptist Theological Seminary to Louisville, Ky., in 1877, further precipitated the necessity of reopening the Mercer Theological Department.

[3] Act of February 24, 1875 (Laws of 1875, p. 38). See also p. 100 of Georgia Code of 1882.

[4] See American Baptist Year-Book for 1888, p. 211.

[5] The endowment of Mercer University, writes Doctor Battle, its able president, though not probably the largest, ranks among the largest of the endowments of Southern denominational institutions. Even in the inception of its career the institution possessed what was considered a liberal endowment for the times, between one hundred and fifty thousand and two hundred thousand dollars having been given for the establishment and endowment of Mercer University and its Theological Seminary. *(See Doctor Church's speech.* White's Statistics of Georgia, p. 72.)

[6] *These are the property* of the Phi Delta and Ciceronian Debating Clubs.

professions and occupations of life a number of the most distinguished, cultivated, and successful men of the day.[1] It has been an efficient agent in elevating and strengthening the denomination under whose auspices it was established; while it has borne an honorable part in developing an intelligent citizenship in the State.

In its history it has had six presidents. The first who filled this office was the Rev. B. M. Sanders, a man of superior sagacity and of great force of character, who had successfully conducted Mercer Institute during the greater part of its career. He served the University during the year 1839. He was succeeded by the Rev. Otis Smith, a well-known educator of that day, who, after two years of service, retired at the close of 1842. The third president was the Rev. John L. Dagg, D. D., a man of large intellect and ample acquirement, and an author of standard ethical and theological works. Doctor Dagg served ten years (1844–54). Rev. N. M. Crawford, D. D., a son of Hon. William H. Crawford, of national fame, was the fourth occupant of the presidential chair. His term of office was from 1854 to 1864. He was distinguished for an extensive and accurate scholarship, and left a deep impress upon the minds of the young men under his charge. The successor of Doctor Crawford was the Rev. Henry H. Tucker, D. D., LL. D., a gentleman possessing a peculiarly original genius and uncommon energy of character, and the author of several works, religious and theological. He administered the affairs of the University from 1866 to 1871. The present able incumbent, Dr. Archibald J. Battle, D. D., LL. D., succeeded to the presidency in 1872, soon after the removal of the University to its present seat, at Macon. He is now completing the sixteenth year of his administration.

The present staff of professors includes educators of culture and experience. It is a noteworthy fact that one of them, Shelton P. Sanford, LL. D., professor of pure mathematics, has occupied his chair from the organization of the University, a period of forty-nine years. He is the author of a popular series of arithmetics and of an elementary algebra. These text-books are used in almost every southern State, and in some of the northern States. Prof. Joseph E. Willet, LL. D., has served the institution for forty-one years in his present capacity as professor of physical science. Among others may be mentioned the Rev. Dr. John J. Brantly, in the department of English, and Dr. J. G. Ryals, in that of theology—scholars worthy to be classed with the best educators of the country.[2] Altogether there are ten instructors at Mer-

[1] Among other names it is interesting to note that of Richard Malcolm Johnston, the popular humorist, who was one of the first three students to receive a diploma from this institution (class of 1841).

[2] The names of Rev. Patrick H. Mell, D. D., LL. D., in ancient, William G. Woodfin, A. M., in ancient and modern languages, Rev. Epenetus A. Steed, A. M., in connection with the Latin language, and Rev. Shaler G. Hillyer, D. D., in connection with the department *of belles-lettres, are* inseparably linked with the educational history of *Mercer University.*

cer University, including Edgar T. Whatley, A. B., principal of its adjunct, Hearn Institute.[1]

HEARN INSTITUTE.

This school is located at Cave Spring (sixteen miles from Rome), and its functions are to prepare students for the University classes. It is almost as old as the University, having been founded by the Baptists of North Georgia in 1839.[2] It was transferred to the State Convention in 1844, and a board of trustees was appointed to take charge of it. The school was in a highly prosperous condition in 1848, with sixty students in attendance. Fifty-four hundred dollars, a part of the Hearn legacy[3] of twelve thousand five hundred dollars, had been realized. The year following, the flourishing condition continued, about seven thousand dollars, besides its landed interests, etc., being in the hands of the institution. In 1850 Mr. J. S. Ingraham was secured as principal, and the school prospered. For a series of years the institution continued to thrive under him, the attendance generally varying from fifty to sixty pupils. In 1855 the school was doing well in all respects. Sixty-six pupils had been received during the year, among whom were two young preachers, beneficiaries of the Convention. Mr. Ingraham continued at the head of the Hearn Manual Labor School, as it was then called, until the close of 1857.

In 1863 the Hearn School and the female school at Cave Spring were united temporarily under the Rev. S. G. Hillyer, D. D. There were thirty-five students in the male department. That fall, however, it became necessary to suspend the exercises in consequence of the proximity of the contending armies. This suspension is supposed to have lasted until the end of the War. The buildings were much injured, and the library and apparatus were destroyed by the enemy. The funds of the school, in the hands of the trustees, were invested in Confederate securities and became of no value. The amount thus lost was about four thousand dollars. The school, however, still has twelve thousand dollars of the Hearn legacy in the care of the Georgia Baptist Convention, and its landed estate consisting of some forty or fifty acres.

In addition to the male school at Hearn Institute, a female department, separate from that school, was established, and was for four years under the successful management of Mrs. Undine B. Lane, principal. It was discontinued in 1887.

The number of students in attendance at the institute during the scholastic year of 1887–88 was forty, which, together with the one hundred and forty-seven registered at Mercer University for the same

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[1] History of the Baptist Denomination, pp. 215–17.
Catalogue of Mercer University for 1887–88.
American Baptist Register for 1852, p. 458.

[2] *See An act to incorporate* the Manual Labor School at Cave Spring, Vann's Valley, *Floyd County, Ga.*, approved December 21, 1839. (Acts of 1839, pp. 130–2.)

[3] *Mr. Lott Hearn, after* whom the school was named, died in 1846.

time, makes a total return from all departments of one hundred and eighty-seven students.

SOUTHERN FEMALE COLLEGE.[1]

Beside Mercer University at Macon, there are four institutions of higher education in Georgia which at present enjoy the support and patronage of the Baptist denomination.[2] They are the Southern Female College, at La Grange; Monroe Female College, at Forsyth; Shorter College (female), at Rome; and the Georgia Seminary for Young Ladies, at Gainesville.

We will first speak of the college at La Grange. This institution is one of the oldest of its kind in the United States. It was organized in 1843, by Rev. J. E. Dawson, as a school of high order for the education of young ladies. Doctor Dawson, however, was quickly succeeded by Milton E. Bacon, A. M., whose first class of five young ladies graduated in 1845.[3] Under Mr. Bacon's administration[4] the college rapidly grew into favor, the graduating classes and the attendance on the various departments of instruction increasing from year to year. Large and beautiful buildings were erected to serve the uses of the school, and for the accommodation of boarders, who came in great numbers from Georgia and the adjoining States. President Bacon retired from office in 1855, and was succeeded in the position by John A. Foster, A. M., who remained in charge until 1857.

ADMINISTRATION OF PRESIDENT I. F. COX.

I. F. Cox, A. M., was the next incumbent. His valued services in this capacity extend over a period of thirty years; and the noble record of usefulness which they represent the future presidents of the college

[1] White's Historical Collections of Georgia. New York, 1854. Page 651.

The Baptist Encyclopædia, etc., by William Cathcart. Philadelphia, 1883. Pp. 1087–8.

The Commonwealth of Georgia, etc., by J. T. Henderson. Atlanta, Ga., 1885. Pp. 280–1.

Catalogues for 1886–87 and 1887–88.

American Baptist Register for 1852, p. 428.

[2] It should be stated that about 1854 two colleges were established by the Baptists: one, the Cherokee Baptist College, at Cassville, in Bartow County; the other, Marshall College, in the town of Griffin, Spalding County. Both of them failed to secure endowments, and soon passed away. The former existed about ten years. During the first year of its operation seventy-six students were in attendance. Its downfall was hastened by the destruction by Sherman's army in 1864 of the main college structure, with apparatus, library, and other valuable appurtenances. (History of the Baptist Denomination, pp. 217–8.)

[3] The alumnæ of the college now number somewhat over four hundred.

[4] About this time the first recorded legislative incorporation occurs. By an act of January 31, 1850 (Laws of 1849–50, pp. 111–12), it became the La Grange Collegiate Seminary for Young Ladies. This name was changed two years later to that of Southern and Western Female College (see act of January 14, 1852, Laws of 1851–52, pp. 311–12). The final alteration took place in 1854, and, by act of February 17th of that year (*Laws of 1853–54, p. 131*), the institution received its present name of Southern Female College.

should strive to emulate. Mr. Cox has been, in the highest and truest sense, the friend and patron of the institution. For when, in 1863, the college buildings were destroyed by fire, and this calamity, with the financial ruin then prevalent, caused serious embarrassment, with persistent, indomitable energy he kept up the organization of the college despite these seemingly insurmountable obstacles, and with the returning prosperity of the country, assisted by the liberal citizens of La Grange, purchased the present admirable site,[1] and commenced the work of rebuilding. He erected the handsome structures now used by the college, and supplied the various departments,—literary, music, and art,—with an outfit commensurate with the demands of this age of progress and intellectual activity. His unflagging efforts in behalf and for the improvement of the institution for whose weal he had pledged himself have been crowned with their merited reward, and to day La Grange stands first among many, and second to few schools for the higher education of females in the southern States.

Since her husband's death[2] Mrs. Cox has undertaken the management of the college. In association with her are her son, Prof. Charles C. Cox, A. M., principal of the literary department, and a faculty of sixteen teachers.

The course of instruction pursued at the Southern Female College consists of a primary department; a preparatory department, with first class, second class, and third class; and a collegiate department. The last gives the full four years' course. "The courses of study are adapted to the systematic training and proper exertion of the mental faculties. The aim is to blend the studies which develop and strengthen the mind with those which polish it, elevate and refine its tastes, and adorn the intellectual and moral powers with appropriate graces." With this end in view the college has been organized into the following schools: mathematics, English, Latin and Greek, modern languages, natural sciences, philosophy, elocution, music, and drawing and painting. An elective system has been introduced, by which students not desiring to take the regular course are enabled to concentrate their whole time and attention upon a few subjects.[3]

SCHOOL OF MUSIC.

Of all the schools, that of music is the most interesting and important, the most thoroughly equipped and ably taught.[4] This department of the college is famous, and is believed to be hardly equalled in the South. The teachers who have given it such a reputation still have it in charge.

[1] This was done in 1871.

[2] It occurred in June, 1887, during the commencement exercises.

[3] The diplomas given in the college are of two kinds: the full diploma, upon the completion of a course including most of the studies in the schools; and the eclectic diploma, upon finishing a school.

[4] There are six instructors in this department, whose separate assignments are violin, organ, piano (advanced pupils), piano (theory), piano, voice culture (Italian *method*), and guitar.

They have made a life study of the best European conservatories and most distinguished artists, and are brilliant performers on more than one instrument.

The very large number of pupils in music,[1] many of whom are excellent pianists and vocalists, attest the high appreciation of the department. At the State Fair in 1874 the premium of fifty dollars "for the best display of musical talents by any college," and the premium of twenty-five dollars "for the best performer on the piano-forte," were awarded to La Grange pupils; and at the State Fair in 1872 they gained the same prizes. In 1870 the premium "for the best performer"—twenty-five dollars—and fifteen dollars "for the best performer under twelve years of age" were also won by La Grange pupils. Five different scholars have taken premiums as the "best performers" on the piano. The college is supplied with twenty-one pianos for practice, most of them purchased recently, and a magnificent Steinway grand for concerts.

ART DEPARTMENT.

Another noteworthy feature in the Southern Female College is its drawing and painting department. This is under an artist of skill and experience, who has received thorough training in oil, water-colors, portrait and china painting, and has studied under some of the best teachers, both North and South. Two large studios are fully equipped for the study of art. All due stress is laid on the importance of pupils learning to draw. Drawing from casts and still life is thoroughly taught, preparatory to painting. The only art medal is awarded for the best drawing. The course in crayon is especially attractive. Many fine portraits show the merit of this branch of instruction. Twenty were finished in the college in 1886. Thorough training is given in cast and object drawing. The "premium for the best oil painting by a pupil of any female college," offered at the Atlanta Fair in 1871, was awarded to a pupil of this institution, as were also the premiums for the best drawing and the best painting in water-colors, at the State Fair in 1872. The college has a library of about one thousand volumes, and a museum which is perhaps the most complete in the State. The latter contains eight or nine thousand specimens representing zoölogy, botany, mineralogy, and general and applied chemistry.

The Clionian Society is the name of the young ladies' debating club. It publishes a weekly paper called the Vox Clionis, one of the best college organs in the State.

The buildings of the Southern Female College are three in number. The handsome edifice on the northern part of the lot contains an audience room for the college department, and thirteen other rooms for music, laboratory, and recitations; while that on the south side is the new chapel, a large wooden building, Gothic in style, and with a lofty

[1] Out of the one hundred and eighty-two in attendance during the session of 1887–88, one hundred and forty-four were students in music.

roof surmounted on one of its front corners by a tower. The central structure is the boarding house. This is likewise comparatively new, and is admirably furnished for the purposes for which it is intended, having forty-two rooms, with halls, piazzas, and elevator. By means of the latter an ascent is made to the tower, which rises to the height of eighty-five feet, and is used as an observatory, being supplied with a mounted four-inch telescope, clock-work, and other appointments.

La Grange, the seat of the institution under consideration, is situated in Troup County, and is an eminently healthy locality. In proof of its salubrity we have the statement that in twenty-eight years not a single death in the college occurred. We conclude with the opinion entertained by Rev. A. J. Battle, D. D., President of Mercer University, in regard to the general excellence of the school. In a letter dated June 20, 1882, he says:

"A recent visit to the Southern Female College has impressed me with the fact that it has no superior in the South. In all the departments the best talent is employed, and a world of conscientious, faithful work is done. * * * This college boasts the finest school of music in the South. The concerts and other musical displays far surpass any school exhibition I have ever witnessed. * * * Such perfection of voice culture and technical skill is worthy of professional artists. * * * The teacher of vocalization has achieved a brilliant success in the admirably trained voices and artistic vocal execution of her pupils. She is herself a rare and charming vocalist. The fine art department is ably directed. The works upon the walls of the college chapel reflect great credit upon their accomplished teacher."

MONROE FEMALE COLLEGE.

By reference to White's Historical Collections of Georgia, page 561, it will be seen that as early as 1849 the citizens of Forsyth, Monroe County, impressed with the importance of supplying better educational advantages for their daughters, "met for a consideration of the question." The result was the establishment of an institution at first known as Forsyth Female Collegiate Institute.[1] A board of trustees, seven in number (three Methodists, three Baptists, and one Presbyterian), placed Rev. William C. Wilkes in charge, and under his management the college began a career which, under different names and phases of fortune, has continued to the present time.[2]

[1] See an act to incorporate the Forsyth Female Collegiate Institute, and to appoint trustees for the same, approved December 21, 1849. (Laws of 1849, pp. 110–11.)

[2] Doctor Wilkes entered upon his duties with a determination to elevate the institution to a rank equal to that of any in the South. He well knew the difficulties to be encountered; but with prudence, energy, and a full board of efficient assistants, the college was soon placed in a position to secure confidence and command extensive *patronage.* The annual increase of pupils was over twenty-five per cent., and after *two years the trustees* became convinced that more extensive arrangements were *needed to meet the* requirements. (White's Historical Collections of Georgia, p. 561.)

In 1856 a change was made which affected the status of the institution. The advantages then accruing to the town from the provision respecting the higher education of the daughters of its inhabitants, induced in the latter a desire for the establishment of a school of high grade for their sons. The subject was carefully reviewed, and the best method for accomplishing their purpose was discussed. The decision eventually reached was to accept the proposition of the Baptist members of the board, who offered to furnish thirty-five hundred dollars with which to build an institute for boys, provided a division of the board of trustees and of the field of labor should be so arranged as to leave to the control and management of the Baptists the school already organized for the education of girls. The thirty-five hundred dollars were accordingly raised and paid over. Two boards of trustees were organized instead of one, and a handsome edifice, known as Hilliard Institute, was erected one mile north of the court-house.

The two institutions thus established moved on in their mission successfully until 1861. The close of the Civil War in 1865 left the South impoverished, its school buildings dilapidated, its social and political systems shattered, and the country under military rule, which gave promise of naught but oppression and ruin. To add to the gloominess of the picture, a debt hung over the Monroe Female College which the trustees were unable to cancel. To meet the emergencies of the case a combination was formed by the Rev. W. C. Wilkes, Hon. A. D. Candler, R. T. Asbury, and Capt. B. M. Turner, and an agreement was entered into whereby the debts of the institution were assumed, on condition that the management, under certain limitations and restrictions, should be placed in their hands. Changes soon followed, new combinations were formed, and other parties became stockholders for more than half the investment. In 1867 Dr. S. G. Hillyer was called to the presidency of the college, an arrangement having been made to the satisfaction of Dr. W. C. Wilkes, who until this time had presided.

For years the affairs of the institution progressed smoothly. But means were wanted to furnish appliances and to give such facilities as were needful for success. The following plan was devised, by which assistance was procured for both institutions: The town council was authorized to sell bonds and purchase a certain amount of stock in each, with certain limitations and restrictions; one of the latter, as incorporated in the bill, being that the organic status of the two schools should remain unchanged. Thus supported, the two institutions took on new life, and continued for years in prosperous operation.

In the winter of 1876 Hilliard Institute was consumed by fire, and in October, 1879, Monroe Female College shared a similar fate. But to the credit of her citizens, Forsyth to-day looks upon both edifices reconstructed, and boasts of educational advantages possessed by very few towns in the State. The college has a main building with rooms for *recitation in literature*, science, music, drawing, and painting. A

nucleus has been made for a library, laboratory, museum, etc. An excellent corps of teachers are at their respective posts.[1] The attendance of pupils is good,[2] and the institution is making rapid strides in regaining prestige and popularity.

The first class of Monroe Female College was graduated in 1854, and over two hundred young ladies have received diplomas since that time.[3]

SHORTER COLLEGE.[4]

This college is situated at Rome, Floyd County. In the summer of 1873 several gentlemen of that city organized a company, and bought for school purposes a piece of property known as "Shelton Hill," located in the centre of the town. Prominent in this organization was Col. Alfred Shorter, who took fifteen shares of the stock and gave the influence of his recognized business capacity to the enterprise.

In October, 1873, the "Cherokee Baptist Female College" was established. Some changes were made in the buildings already standing on the premises and intended to serve the uses of the college. The necessary school furniture and instruments were supplied, and good teachers were secured, thus enabling the institution to afford at the beginning excellent educational advantages. The Rev. L. R. Gwaltney was elected president; and was assisted by a faculty of five instructors. After holding the presidency a twelve-month, Doctor Gwaltney was succeeded in 1874 by Prof. A. B. Townes, of South Carolina. Upon the resignation of the latter in the following year, the institution was again placed under the management of Doctor Gwaltney, who remained in charge until his call in 1876 to the presidency of the Judson Institute, Marion, Ala., when Rev. R. D. Mallary, of Albany, Ga., was chosen as his successor. In 1877 the entire property was transferred to Col. Alfred Shorter,[5] whose name the college now bears. He removed every building from the hill, and erected three large and elegant structures in their stead, admirably suited for school work. The main edifice contains the Memorial Chapel and thirteen rooms for college purposes. Another building, three stories high, is arranged for the music-rooms, study-hall, and art gallery; and the boarding-house constitutes the third.

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[1] Associated with Prof. R. T. Asbury, president of the college, who fills the chair of mathematics, is a faculty of seven teachers.

[2] The 1886–87 register shows it to be one hundred and seventy-eight.

[3] The historical sketch of the college, as above given, is principally taken from its 1886–87 Catalogue, pp. 18, 19, and the Baptist Encyclopædia, p. 809.

[4] The Baptist Encyclopædia, pp. 1054–5.

Henderson's Commonwealth of Georgia, pp. 275–6.

Catalogue for 1886–87.

[5] Rightly is the institution called after him; for he was practically its founder, being foremost in the movement which produced it, spending during his life-time one *hundred and thirty thousand* dollars on the grounds, buildings, and appliances, and *leaving by will to the college* forty thousand dollars as the nucleus of an endowment.

In 1882 Colonel Shorter sent to Doctor Gwaltney, requesting him to return to Rome and resume his office as president. This the doctor consented to do, and entered upon his duties in the fall of the same year. He is[1] the present incumbent, and is assisted by an able and experienced corps of fourteen teachers. Eight supervise the literary department, four teach music, and two instruct in art.

The regular course of study comprehends five years, one each for the Freshman, Sophomore, Junior, Sub-Junior, and Senior classes. There is likewise a preparatory department. As in the Southern Female College, so in Shorter College, the various branches are arranged in schools, for the benefit of those who desire to specialize. There are ten of these: English; history; mental and moral philosophy;[2] mathematics; ancient languages; modern languages, including French, German, and Italian; natural science; music; art; and art embroidery. Of all these schools, that of music is the most largely patronized. Out of the one hundred and sixty-three students in attendance on the college during the session of 1886–87, one hundred and forty-two were pupils of music. Instruction in music, as here afforded, embraces the piano, organ, violin, guitar, and vocal culture. This and the art and natural science departments are well equipped with instruments, models, and apparatus.

THE GEORGIA SEMINARY FOR YOUNG LADIES.[3]

This institution, situated in the town of Gainesville, Hall County, arose from a desire on the part of the friends of education to establish a large female university in Georgia. The matter was broached in the Georgia Baptist Convention, and a committee of twenty was appointed to choose a location for it. In 1877, when the Convention met at Gainesville, as that town offered twenty-five thousand dollars to aid the enterprise, it was selected as the home of the institution. Work was commenced on July 4, 1878, and a charter was procured for the school, which was opened with flattering prospects on the 11th of the September following. At the time of its organization Dr. W. C. Wilkes was president of the faculty and Rev. D. E. Butler president of the board of trustees. During the first year of its existence the seminary had in attendance ninety-four pupils, and during the second year one hundred and twenty-five. There were then in service, we are told, a full corps of popular and experienced teachers, the president himself being an able educator.

Doctor Wilkes continued at the head of the school until his death, which occurred in March, 1886, when Prof. A. W. Van Hoose, the present incumbent, was elected as his successor. Professor Van Hoose assumed control of the seminary early in September of the same year.

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[1] March, 1888.

[2] Doctor Gwaltney has charge of this department.

[3] The Baptist Encyclopædia, p. 441. Catalogue for 1886–87.

The session commenced with thirty-one pupils; but before its close in June, 1887, one hundred students had been enrolled. This number has, during the past year (1887–88), been increased to one hundred and thirty-five. In view of this rapid increase in attendance, Professor Van Hoose was obliged to erect another building for the accommodation of students. This building, a handsome three-story brick structure, contains a chapel on its first floor and school-rooms on the other two floors.

The present faculty of this institution consists of nine teachers. In addition to the primary and the collegiate departments, instruction is afforded in law, hygiene, telegraphy, and book-keeping. Departments of art and music are also attached to the institution, the facilities for the study of music being very good.

GEORGIA FEMALE COLLEGE.[1]

We conclude our consideration of Baptist institutions with a notice of the Georgia Female College, which, although now discontinued, still, in view of past services rendered, is fairly entitled to honorable mention by the side of living and thriving seminaries for the advancement and development of higher female education within the borders of the Commonwealth.

The college to which we here refer was located at Madison, Morgan County, and was incorporated by an act of the Legislature of Georgia on the 17th of January, 1850.[2] At that time it was known as the "Madison Collegiate Institute," but soon afterward the board of trustees, by a legislative amendment, changed the name to that of Georgia Female College.

The school was founded under the auspices of the Baptists, and the men mainly instrumental in establishing it were residents of Madison. Rev. George Y. Browne was called to the presidency of the institution in 1850, and, entering upon his duties in the following year, ably and successfully conducted its operations for the space of a decade. In 1861 he removed to Alabama, but in 1870 returned to Madison and accepted the position which he had formerly occupied in the college, and which declining health compelled him to resign in 1878. "As an instructor," we are told, "George Y. Browne had no superior and but few equals, and those who enjoyed the benefit of his instruction received no superficial education."

Among the other presidents of the Georgia Female College may be mentioned the Rev. J. R. Branham, D. D.; Prof. A. B. Townes, of South Carolina, who held the office for a brief period; Prof. R. T. Asbury, the present head of Monroe Female College, who was called to the chair about 1880; and Col. Edward Butler, son of the late Rev. D. E. Butler,

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[1] American Baptist Register for 1852, p. 428.
The Baptist Encyclopædia, p. 445.
White's Historical Collections of Georgia, p. 566.

[2] *Laws of 1849–50*, pp. 112–14.

who was in charge of the institution when it was burned in 1882. He was the last of the presidents, and the Georgia Female College is now but a pleasant and interesting memory, constituting no unimportant link in the chain of the educational history of the Commonwealth.

In 1852 the institution had fine buildings, a large endowment, and was a flourishing school. Fourteen thousand dollars had been recently subscribed in Morgan County, which had been increased to eighteen thousand dollars by subscriptions from other parts of the State, for the completion of the buildings, purchase of apparatus, etc. The faculty at that time consisted of twelve instructors, representing the branches of mental and moral science, the natural sciences, mathematics, rhetoric, belles-lettres, natural theology, physiology, French, Italian, Spanish, music, and drawing and painting. The whole number of pupils in attendance during the first session of the college (1851–52) was one hundred and forty-eight.

In 1854 we are advised of the contemplated formation of a normal class, free of all tuition fees, for the benefit of those graduates who might desire to receive instruction in the theory and practice of teaching. One hundred and fifty-six names were enrolled on the college register during the preceding year, and the apparatus was reported to be "of the most recent and approved construction."

A quarter of a century elapses, and we again meet with the Georgia Female College, this time under the efficient management of Professor Asbury, who then, as now, enjoyed a widely extended reputation as a thorough and successful teacher. He was assisted by an able corps of instructors. The main college building was a large and well arranged brick edifice, situated in a beautiful grove, and presenting an attractive appearance. The college was supplied with fine philosophical apparatus.

Such is the last glimpse that we have of an institution which was very popular in its day, and which gratefully recognized as the foundation and chief corner-stone of its prosperity the administration of the Rev. George Y. Browne.

PRESBYTERIAN INSTITUTIONS.

OGLETHORPE UNIVERSITY.[1]

Having reviewed the leading Baptist denominational schools in Georgia, our attention is next directed to those in the establishment and maintenance of which Presbyterian energies and resources were chiefly enlisted. Of these there are two. First in time, and also in impor-

[1] Georgia Illustrated, etc., by William C. Richards. Penfield, Ga., 1842. Pp. 6–8.
White's Historical Collections of Georgia. New York, 1854. Page 266.
Thomas P. Janes's Hand-Book of Georgia. Atlanta, Ga., 1876. Pp. 201–2.
Georgia Gazetteer for 1837, p. 323.
White's *Statistics of Georgia*, p. 78.

tance, is Oglethorpe University, one of the oldest chartered colleges in the State, and for many years a vigorous and flourishing institution.

This University had its origin in a division of the interests of the Educational Society of Georgia,[1] at its dissolution, between the two manual labor schools, the Midway Seminary and the Gwinnett Institute. The trustees of the Midway Seminary, in the spring of 1835, tendered it to the Hopewell Presbytery, believing "that ecclesiastical supervision would give weight and permanency to the object, and secure that moral and religious influence over it which, with a strict and reasonable discipline, would render it more worthy of support and confidence."[2] The Presbytery accepted the offer, and appointed a committee to report on the expediency of elevating it to the rank of a college.

ORGANIZATION OF THE COLLEGE.

That committee reported at the fall meeting of the Presbytery in 1835, through their chairman, the Hon. E. A. Nisbet, the following resolution, which was adopted: "*Resolved*, That it is expedient that Hopewell Presbytery undertake to endow, organize, and maintain a college, to be under the exclusive government and control of the Presbyterian Church." It was further "*Resolved unanimously*, That this institution shall be located at Midway, Baldwin County."[3]

In pursuance of this determination, the Presbytery appointed a board of trustees, consisting of twenty-four members, to take charge of Oglethorpe University, as the new college was called. The first meeting of this board was held at Milledgeville, Ga., October 21, 1835; and just two months from that date the desired charter was procured from the General Assembly.[4] This was ample in all respects. The preamble of the act incorporating Oglethorpe University runs as follows: "*Whereas*, The cultivation of piety and the diffusion of useful knowledge greatly tend to preserve the liberty and to advance the prosperity of a free people; and *whereas*, these important objects are best obtained by training the minds of the rising generation in the study of useful science

[1] Alluding to this organization, Doctor Wilson (Necrology, p. 29) says: "The most important enterprise ever entered into by any ecclesiastical body in the State had its inception at the session of Hopewell Presbytery at Thyatira Church, in the spring of 1823. This was the formation of the Georgia Educational Society. Out of this enterprise arose the whole movement of denominational education in the State. To it we trace the existence of Oglethorpe University, Emory College, and Mercer University." See also *ibid.*, pp. 29–35.

[2] Professor Talmage's sketch in Georgia Illustrated, p. 6.

[3] The idea of establishing the college at Midway was an after-thought, it having at first been the intention of the Presbyterians to found it at Washington, in Wilkes County. This location was selected with reference to its healthfulness, its central situation, and because it was easy of access to all pupils coming from Georgia and the southern States. It was near the great thoroughfare from New Orleans to the North, and within a few miles of the line of the Central Railroad from Savannah to the *West, thus bringing the* seaboard and the mountains to its doors.

[4] *See Prince's Digest (to* 1837), pp. 877–8.

and imbuing their hearts with the sentiments of religion and virtue; and *whereas*, it is the duty of an enlightened and patriotic Legislature to authorize, protect, and foster institutions established for the promotion of these important objects: *Be it enacted*," etc. One of the provisions of this charter was that "It shall not be lawful for any person to establish, keep, or maintain any store, or shop of any description, for vending any species of merchandise, groceries, or confectioneries," within a mile and a half of the University, under the penalty of a sum not less than five hundred dollars; the form of deeds granted in the sale of University lots requiring the forfeiture of the lot to the University when those restrictions were violated.

THE UNIVERSITY ORGANIZED.

On November 24, 1836, the University was organized by the election of the following officers and faculty: Rev. C. P. Beman, D. D., president, and professor of chemistry and natural philosophy; Hon. Eugenius A. Nisbet, vice-president, and professor of belles-lettres and mental philosophy; Rev. Samuel K. Talmage, professor of ancient languages; Rev. C. W. Howard,[1] chaplain and lecturer on moral philosophy and evidences of Christianity; and N. Macon Crawford, professor of mathematics and astronomy.

The corner-stone of the University was laid with appropriate ceremonies, and an address was delivered by Chief-Justice Joseph Henry Lumpkin, March 31, 1837. The main college edifice had been commenced the August before, and was completed in July, 1840. This building Professor Talmage, writing in 1842,[2] thus describes: "It is a brick structure, painted white, two stories high, beside a basement. It is constructed after the Grecian-Doric order, without and within. The central part contains the finest college chapel in the United States; its whole dimensions are fifty-two feet front by eighty-nine feet deep, including a colonnade fourteen feet deep, supported by four massive pillars, and the vestibule to the chapel eleven feet deep. The dimensions of the chapel are forty-eight feet by sixty in the main story, and forty-eight by seventy-one in the gallery, the latter extending over the vestibule. The ceiling of the chapel is in the form of an elliptical arch, resting on a rich cornice, and containing a chaste and ornamental centre piece. Attached to the building are two wings, thirty feet front by

[1] Doctor Howard is entitled to special notice and credit by virtue of the fact that it was at his suggestion and through his personal exertions that the Midway Seminary was established, under the auspices and patronage, as we have seen, of the Hopewell Presbytery. To him likewise belongs the honor of having been instrumental in transforming the school into a college; of proposing the name of Oglethorpe University, which the institution afterward bore; and of having raised, in one year, in Georgia, an endowment fund of one hundred and twenty thousand dollars. (See T. P. Janes's Hand-Book of Georgia, pp. 201-2.)

[2] See Georgia Illustrated, pp. 7-8.

thirty-four deep, and three stories high; making the entire front of the edifice one hundred and twelve feet in length. Each story in the wings is divided into a professor's office in front, and a recitation or lecture room in the rear. There are in the basement story and the wings sixteen rooms, affording ample accommodations, museum, apparatus, and all other conveniences for college purposes." On each side of the campus there was a row of dormitories of one story[1] for the habitation of the students. The other buildings were the president's house, on the south side of the campus, below the dormitories; the academy, a large two-story edifice, opposite it on the north side; and an old chapel, the interior of which was converted into recitation rooms.

The college commenced operations in January, 1838. From that time the number of students gradually increased until 1842, when it amounted to one hundred and twenty-five. Of these, fifty were in the collegiate and seventy-five in the preparatory department.[2] The first class was graduated in the fall of 1839.

The college year was divided into two sessions. The winter session, which began the collegiate year, opened on the first Monday in January and closed on the second Wednesday in May. The summer session began four weeks after the latter date, and closed on Commencement Day, the Wednesday after the second Monday in November.

In the fall of 1839 the Presbytery, at the request of the board of trustees, offered the institution to the Synod of South Carolina and Georgia, by whom it was unanimously accepted.

President Beman resigned his position in 1841. In November of the same year the Rev. Samuel K. Talmage, a graduate of Princeton, and uncle of the present Dr. T. De Witt Talmage, was called to the presidency of the college. He remained in office until his death, which occurred September 2, 1865.

The exercises of Oglethorpe University were suspended toward the close of the War through the lack of necessary funds; and from 1867 to 1869 the college was still struggling with financial difficulties. All attempts at reorganization had proved fruitless, and the several elections made had been repulsed by declinations. Finally, on October 6, 1869, Rev. W. M. Cunningham was chosen president. He died, however, before the reopening of the college, and on March 31, 1870, Dr. David Wills was appointed his successor. About the same time it was decided to remove the University to Atlanta, where its exercises were resumed in October, 1870, with Doctor Wills as president. After continuing its operations for a year or two, in 1872 the institution was closed, and has not since been reopened, though its organization is maintained through the board of trustees, who meet annually in Atlanta.

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[1] These were placed twelve feet apart, and each one was divided into two rooms eighteen feet square.

[2] *See Doctor Talmage's sketch* of Oglethorpe University, in Georgia Illustrated, p. 8.

The apparatus and other property have been returned to Midway, and, with the former buildings of the college, are used and occupied by the Talmage High School, which was well patronized in 1876, the property being then worth twenty-five thousand dollars.[1]

Recently the question of reorganizing and rehabilitating Oglethorpe University has been discussed by the Presbyterians of Georgia. Among the plans suggested is the purchase of some four hundred acres of land at Kirkwood, near Atlanta, including one of the finest groves in the State, as a site for the college.

ROME FEMALE COLLEGE.

This institution, while several years the junior of Oglethorpe University, has this advantage over the latter, that it is still in active existence. The Rome Female College is the outgrowth of the Rome Female Academy, which was established in 1845 by Rev. and Mrs. J. M. M. Caldwell. The college was incorporated and began its work in 1857 under the auspices of the Synod of Georgia. In common with similar institutions under the control of that body,[2] it passed into private hands in 1862, becoming the property of its president, Doctor Caldwell. After seven years of great prosperity,[3] the approach of contending armies in 1864 rendered the suspension of the college a necessity. Another seven years elapsed before it was reopened, under the direction of its former president, in 1871. Since that year it has steadily grown in usefulness, and has maintained its position in the front rank of institutions of learning.

The present faculty of the college consists of nine instructors. One of them, Prof. S. C. Caldwell, has been connected with Doctor Caldwell in his labors for more than twenty years, and is well known in the South as an accomplished and successful teacher of the sciences (physical and metaphysical) and higher mathematics.

The course of study, as prescribed in the collegiate department, occupies five years. The classes are, respectively, the Senior, Junior, Sophomore, Novian, and sub-Novian, the last named being preparatory in its character. Beside the collegiate, there is likewise an art and also a music department. The art department is fully equipped for instruc-

[1] See Janes's Hand-Book of Georgia, p. 202.

[2] Previous to the War there were two flourishing female institutions under the care and management of the Synod of Georgia. One of them, located at Greensborough, and called the Greensborough Female College, was opened January 2, 1852. (White's Historical Collections of Georgia, p. 477.) The other was situated at Griffin and known as the Synodical Female College. (*Ibid.*, p. 634.) It was incorporated by act of January 22d of the same year. The Rev. Dr. I. S. K. Axson, of Savannah, was at one time connected with the former, and Rev. Carlisle P. B. Martin for some years associated with the latter, in the capacity of president. The Griffin Synodical Female College was used as a hospital during the War, and was burned in 1864.

[3] During the first seven years of its existence (from 1857 to 1864) Rome Female College had *an average attendance of* one hundred and twenty-five pupils.

tion in oil, water-color, and pastel painting, crayon and pencil drawing, china painting, and other modes of decorative art. A fine series of plaster casts and models is provided for the use of the "sketch class," and regular exercises in drawing from living subjects are given twice a week. The success achieved in this department of the college is a source of just pride. A bronze medal was awarded its exhibit of scholars' work, consisting of fifty free-hand and crayon drawings, at the Paris Exposition of 1878. A number of its pupils are now teachers of painting and drawing in other institutions, and several have established profitable private studios.

The department of instrumental and vocal music is well supplied with facilities for instruction and practice, and gives general satisfaction.

The college possesses a valuable collection of physical and chemical apparatus, a cabinet of minerals and fossils, especially rich in Georgia, Alabama, and Tennessee specimens, and a large and well-selected library.

The attendance here during the sessions of 1885–86 and 1886–87 was about one hundred students. This diminution in the numbers attending has been due in large measure to the effect of the establishment of public schools in the city of Rome.

One feature in the Rome Female College has not been touched upon. We refer to the noble relief which the institution has for many years been giving to indigent Presbyterian ministers who need help in the preparation of their daughters for the avocation of teachers. This work was commenced immediately after the War, and since that time, as we are informed by President Caldwell, over seventy-five daughters of such ministers, residing in nine different States, have received succor. "We have now five daughters of ministers," he says, "who are being aided. * * * The results have been eminently good, and the need of this kind of help is such that we do not wish to suspend it. It should be perpetuated; this is one object before us."[1] One of the motives prompting the contemplated purchase of the college property by the citizens of Rome, for presentation to the trustees of the Synod, on condition that that body will at once proceed to raise funds for the enlargement, more thorough equipment, and fuller endowment of the school—is that the opportunities for aiding the daughters of indigent ministers may be increased.

[1] Letter dated March 3, 1888.

METHODIST INSTITUTIONS.

EMORY COLLEGE.[1]

In the month of December, 1836, the first and foremost Methodist colleges in Georgia were chartered. The act incorporating Emory College passed the General Assembly on the 10th of that month, and the act which provided for the foundation of what is now called the Wesleyan Female College, at Macon, received its assent on the 23d of the same month. Both are denominational institutions. They are now, and have at all times been, conducted under the supervision and auspices of the North and South Georgia Conferences of the Methodist Episcopal Church South. Latterly the co-operative patronage of the Florida Conference has been added. These colleges belong to the great quartette of educational factors of which the University of Georgia and Mercer University are the other members, the presence and influence of which are generally felt and acknowledged throughout the State.

Emory College is located in the town of Oxford, Newton County, though its original site was at Covington. By the first section of the bill establishing the college a board of seventeen trustees, consisting, among others, of Ignatius A. Few, Lovick Pierce, and George F. Pierce, was appointed to take charge of it. The first formal meeting of this board was held February 6, 1837, in Covington. Twelve of the members were present, and Mr. Few was elected president of the body. One of the objects of this meeting was to inspect the lands offered for the contemplated institution and to locate the college and campus. The trustees visited the lands February 7, 1837.

At a meeting held on the 8th of the ensuing December, Ignatius A. Few, LL. D., was chosen president of the college, and the organization of the faculty was completed by the election of Archelaus H. Mitchell as professor of moral philosophy, "and, for the time being, professor of mental philosophy and belles-lettres;" Alexander Means[2] as professor

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[1] White's Historical Collections of Georgia. New York, 1854. Pp. 574–5.

Thomas P. Janes's Hand-Book of Georgia. Atlanta, Ga., 1876. Page 187.

Seney Hall: An address by Atticus G. Haygood, D. D., President of Emory College, Oxford, Ga., on the occasion of laying the corner-stone by Bishop G. F. Pierce, D. D., LL. D., June 8, 1881. Macon, Ga., 1881. Pp. 16.

Henderson's Commonwealth of Georgia, pp. 268–9.

President's Report of Emory College, Oxford, Ga., and Wesleyan Female College, Macon, Ga., to the patronizing Conferences, December, 1886. Pp. 3–12.

Catalogues of Emory College, 1856–57, 1869–70, 1877–78, 1882–83, 1886–87, and 1887–88.

History of the Department of Technology of Emory College. (September number of Dixie. Atlanta, Ga., 1887. Pp. 552–4.)

White's Statistics of Georgia, pp 78–9.

Bishop Simpson's Cyclopædia of Methodism. Revised ed., 1882. Page 340.

[2] Mr. Means was the fourth president of Emory College. It is noteworthy that to him more than to any other person has been due the removal of the college to its present site. (*See Haygood's* Seney Hall address, p. 4.)

of natural sciences; George W. Lane as professor of ancient languages; and Harry B. Lane as professor of mathematics and civil engineering.

With its departments thus supplied with instructors, the institution was at once opened. Mr. Few soon resigned his place on account of ill health, and was succeeded in the presidency by the Rev. Augustus B. Longstreet, LL. D., who remained at the head of the college until July, 1848, a period exceeding ten years, when he was in turn followed by the Rev. George F. Pierce, D. D., LL. D. Since Bishop Pierce there have been six presidents, viz: Alexander Means, James R. Thomas, Luther M. Smith, Osborn L. Smith, Atticus G. Haygood, and the present able incumbent, Rev. Dr. Isaac S. Hopkins.[1]

The first class of three students was graduated from Emory College in 1841. From that time until the present, with the exception of one suspension (1862–68), the exercises of the institution have been regularly conducted. The last returns show a graduation list for the whole period of its existence of eight hundred and twenty-six students.[2] The average attendance for the past few years has been two hundred students, and during the session of 1886–87 it was two hundred and forty-one.[3]

The present college faculty consists of fourteen instructors. These conduct, in addition to an academic course of the highest grade, a commercial school, a school of telegraphy, a school of law, and a school of tool-craft and design.

COURSES OF STUDY.

The academic course of study embraces a classical course of six years (including the two sub-Freshman classes), and a scientific course of three years. Of these courses it may be remarked that Bible instruction is an important element in both of them, that branch being pursued through the Junior year in the classical and for the first two years of the scientific course. During the last year in each course lectures on the evidences of Christianity are delivered. The ancient languages

[1] Since the above was put in type, Doctor Hopkins has left Emory College to become president of the Georgia School of Technology, at Atlanta.

The terms of service of the presidents who have come after Bishop Pierce, who resigned in the summer of 1854, have been as follows: Rev. Alexander Means, LL. D., from July, 1854, to December, 1855; Rev. J. R. Thomas, LL. D., from December, 1855, to July, 1867; Rev. L. M. Smith, D. D., from July, 1867, to December, 1871; Rev. O. L. Smith, D. D., from December, 1871, to December, 1875; Rev. A. G. Haygood, D. D, LL. D., from December, 1875, to December, 1884; Dr. I. S. Hopkins, from December, 1884, to July, 1888. Rev. Warren A. Candler, D. D., was installed in the position of president in the fall of 1888.

[2] Among Emory's graduates are Hon. L. Q. C. Lamar, Associate Justice U. S. Supreme Court; Gustavus J. Orr, the late State School Commissioner of Georgia, widely recognized and admired for his abilities and labors as an educator; and ex-Member of Congress Thomas Hardeman.

[3] *There were two* hundred and fifty-five students in attendance during the session *of 1885–86.*

are studied through the Freshman, Sophomore, and Junior years. The modern languages are taken up in the Junior and continued in the Senior year. Mathematics runs through the whole of the classical course. The study of English and English composition receives thorough attention both in the classical and scientific courses. There is, moreover, a master of arts course of two years' duration, in which the ancient languages, mathematics, natural science, the modern languages, and mental and moral science enter. Of the schools of telegraphy and law little need be said. The course in the latter is completed in one year. What is especially to be noted in the case of the school of telegraphy is that females as well as males are entitled to the enjoyment of its privileges.

Beside the book-keeping department, which is said to be in successful operation, a school of vocal music is annexed to the institution.

There is also special provision made for the study of Hebrew.

DEPARTMENT OF TECHNOLOGY.

The chief strength of Emory College, and the foundation of its claims to high repute in educational circles, centre in its Department of Technology. This school, which is memorable as being the first successful attempt at introducing and popularizing manual training for youth as a branch of college instruction in Georgia—the other efforts in that direction, made at an earlier date, having proved futile,—was commenced in connection with the college in October, 1884. "A small shop in Doctor Hopkins's yard, containing two foot-lathes and a few tools (all the personal property of the doctor), was all there was to begin with. The need of this kind of education among our own people" (we quote from a writer in Dixie for September, 1887) "seemed to be more sensibly felt than ever before, so that before the close of the first year the friends of the institution had donated ten thousand dollars for the benefit of this department. The present commodious building was begun before commencement, and was finished and supplied with machinery during vacation. During this time also a competent instructor had been secured, so that at the opening of the next college year the Department of Technology was ready to begin its work.

"The first year's class—that of 1885–86, as nothing worthy of notice in the way of work was accomplished until the present shop was built—was about three times as large as was expected. During this year the portion of time devoted to shop-work was principally given to elementary training in wood-work. Much attention was paid to mechanical and architectural drawing. The zeal and fondness which the boys manifested for their work and its universal popularity among students[1] and citizens convincingly assured President Hopkins of the timeliness and

[1] Some in the regular course undertook to carry on the work of this department during that year.

utility of the step he had taken, and it soon became evident that the founding of the school was no longer considered an experiment, but rather a potent and useful factor in the future education of the South."

The session of 1886–87 opened with a good attendance for this department, the whole number of students being thirty-five, nearly one-half of whom were received during that year. The same eagerness to learn which characterized the students of the first year was remarked in those of the second. At the State fair held at Macon in the fall of 1886, samples of work in wood and iron, and specimens of drawing from the Emory School of Technology, were exhibited, and a diploma was awarded to the department for general excellence in mechanical work. When it is remembered that the specimens shown on this occasion were the product of the first year's labors, it will be seen upon what a substantial and excellent basis the course of training in this department has from the first rested. "The object of this department is to supply to the country a class of citizens who shall be skilled workmen, and at the same time educated men. * * * Furthermore, it has been sought to embody the principle that mechanical science has in itself an educative power of the highest possible value in the development of the perceptive faculties, the taste, the judgment, and the reason."[1]

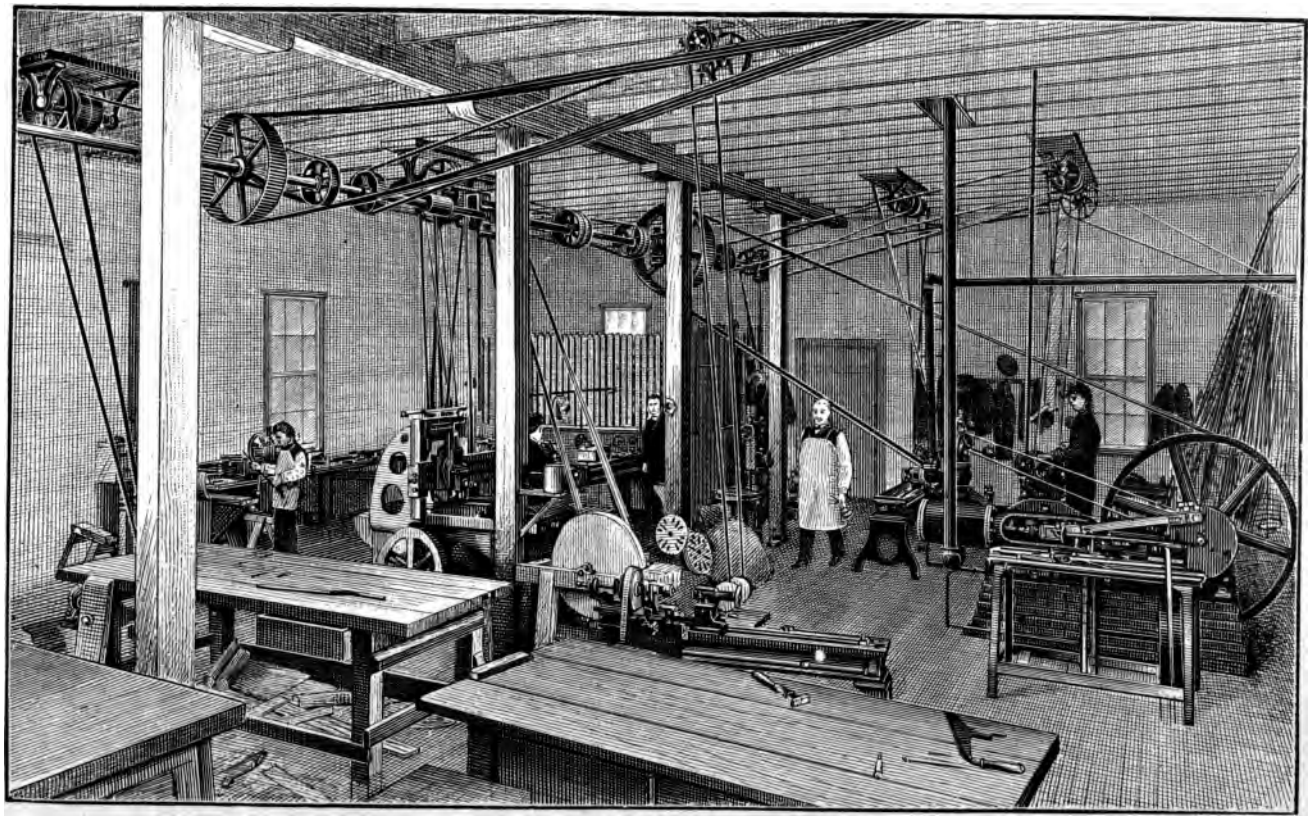
The workshop is conducted as a regular manufacturing establishment. Work is done under the idea that it goes into the market with other productions of skilled labor, and must stand or fall by its excellence and merit. Contracts are taken for all classes of wood and iron work, thus giving the stimulus of variety and gradations of work to the pupil.

For convenience the course is divided into three years. The main reason for doing this is to allow for and encourage strong predilection for any particular branch. The first year is devoted principally to wood-work, embracing the use of hand tools, wood-turning, machine sawing, planing, and boring, cabinet-work, and pattern-making. The second is dedicated, for the most part, to iron-work, embracing chipping, filing, drilling, lathe and planer work, forging, etc. The third year is given to finer work of all classes,—finishing, tool-making, and machine construction. Mechanical drawing is taught throughout the course.[2] From the simplest exercises the pupil is advanced as rapidly as thorough work will admit, up to the most elaborate and difficult tasks.

By gifts from friends interested in industrial education, North and South, as we have seen, the facilities for practice and instruction in the Emory Technological School have rapidly increased, until at present they represent, in buildings and appliances, an investment of ten thousand dollars. The buildings consist of a new shop, built of brick, with engine and boiler room, and a two-story brick structure, with four apartments, furnishing in all a floor-space of over six thousand square feet. The wood and iron working departments are both adequately

[1] *Catalogue for 1886–87*, p. 53.

[2] *Three hours a week* are given to this branch in the first year, six in the second, and *four in the third.*



MACHINE SHOP, EMORY COLLEGE.

supplied with apparatus, among which is a milling-machine, made in the department. The motive-power is a Winship engine, of twenty horse-power, with horizontal tubular boiler.

Beside several varieties of engines, some of the school's own designing, including a twenty horse-power automatic (Corliss) engine, which was recently finished for the Atlanta Constitution job office, the manufactured articles of the Technological School include brackets and mantels, from the simplest to the most elaborate patterns, pulpits, pew-ends, and indeed all classes of ornamental and useful wood-work.

Considering the extreme youth of the department, the small beginnings from which it emerged to its present state of enlarged usefulness, and the work it has accomplished, we cordially praise the noble and energetic pluck and the steady perseverance of its projector and founder, Doctor Hopkins.[1]

FREE SCHOLARSHIPS AND HELPING HALLS.

The next subjects to be considered are the Free Scholarships and the Helping Halls of Emory College. Particular credit is due to the institution for the generous hand of assistance and support it has always extended to those who, though lacking the requisite means, yet have the ambition for acquiring a collegiate education. Here we see the great and governing principle and the foundation virtue of this college. It is a significant fact in its history, that since 1837 it has helped to a complete or partial course more than two thousand young men.[2] The board of trustees, in July, 1874, in order to increase the benefactions of the institution, granted "two free scholarships in the college classes to each presiding elder's district in the three patronizing Conferences, namely, the North Georgia, the South Georgia, and the Florida Conference." These scholarships are given to the sons of laymen and local preachers. Another bounty has been provided for the sons of itinerant preachers and pastors of churches, which is that they are relieved from the payment of tuition.

The "Helping Halls" constitute the other agency which Emory College has employed to benefit its students. With a view to aiding in obtaining collegiate education young men who were very poor, but desirous of learning, the college, as far back as 1876, began, in a little six-room cottage, the experiment of procuring cheap board for those who needed it. In the fall term of that year ten young men commenced housekeeping in the rented house. For three years the experiment was conducted in the little cottage. At the end of that time these facts were established: (1) That cheap and good board was within the reach of poor boys; (2) that in health, morals, social standing among students and citizens, and scholarship, the Hall boys ranked with the best.

[1] Since the resignation of *Doctor Hopkins*, the technological department has been *discontinued*.

[2] *See Catalogue for 1886–87*, p. 62.

From the beginning, including the current year, not less than four hundred young men of limited means have found in the Helping Halls the solution of their financial problem, and have been enabled to take a full or a partial college course. These Helping Halls are under the direct control of the president of the college. He appoints the managers and they are responsible to him.

No small boys without guardians, or persons not needing aid, or pupils of bad character, are admitted to them. Three of the largest and best houses in the town of Oxford are used as Helping Halls.

SENEY HALL.

The college buildings are situated in a grove of oak and hickory of original growth, the grove embracing an area of forty acres. Of these buildings there are six, noteworthy among them being Seney Hall, the gift of Mr. George I. Seney, of Brooklyn, N. Y. There are few college buildings in the country so admirably constructed and so thoroughly furnished as Seney Hall. It is three stories high, the first and second floors being occupied by four lecture-rooms, and the third being devoted exclusively to the use of the college library. The building also contains eight offices and reading-rooms.[1] Beside the college buildings are two society halls, belonging respectively to the Few (organized in 1839) and Phi Gamma (organized in 1837) Literary Societies. They have their separate libraries, amounting in all to about five thousand volumes. A monthly publication of these societies, known as the Emory Mirror, was started in October, 1879, and has been continued to the present time.

While Emory College has furnished the State and country at large with leading men in all ranks of public and private life, the peculiar glory of the institution is that it makes higher education possible to young men of limited means.[2]

WESLEYAN FEMALE COLLEGE.[3]

"For my own part, I call education, not that which smothers a woman with accomplishments, but that which tends to consolidate a firm and regular character; that which tends to form a friend, a com-

[1] Mr. Seney's other gifts to the college included seventy-five thousand dollars to increase its endowment fund, and five thousand dollars to aid in paying one of its debts.

[2] Among the professors at various times connected with Emory College may be mentioned the late Gustavus J. Orr, LL. D., and G. W. W. Stone, in mathematics; I. S. Hopkins, D. D., and Rev. A. Means, LL. D., in physics; Rev. Morgan Callaway, D. D., in English language and literature; A. G. Haygood, D. D., LL. D., and W. A. Candler, D. D., in metaphysics; H. A. Scomp and Rev. J. M. Bonnell, D. D., in Greek; and W. D. Williams and Rev. J. O. A. Clark, D. D., LL. D., in Latin.

[3] Georgia Illustrated, by William C. Richards. Penfield, Ga., 1842. Pp. 13–16.
An Address on Female Education, by Daniel Chandler. Mobile, Ala., 1853. Pp. 32. (*A reprint of the original* speech delivered at Athens, Ga., in 1835.)

SENEY HALL, EMORY COLLEGE.

panion, and a wife. I call education, not that which is made up of the shreds and patches of useless arts, but that which inculcates principles, polishes taste, regulates temper, cultivates reason, subdues the passions, directs the feelings, habituates reflection, trains to self-denial, and more especially, that which refers all actions, feelings, sentiments, tastes, and passions, to the love and fear of God." So wrote Miss Hannah More of the proper scope and aims of female education, in the higher sense in which she understood it. These views it has been the privilege of a country other than England to inaugurate and apply. America, or rather Georgia, claims the honor of establishing the oldest chartered and regularly organized college in the world for graduating young ladies. The institution to which we allude is the Wesleyan Female College at Macon. "The founders of this 'mother of female colleges' (as President Bass[1] thinks it may justly be called) were doing a greater and wiser" work than they at first imagined. "They set in motion a train of influences destined to roll as far as civilization extends, and to act a most important part in shaping the history of the world."[2]

The act of incorporation for the Georgia Female College was approved by the General Assembly of the State December 23, 1836.[3] For fifteen years and more prior to that time the subject of a more liberal system of female education had received earnest attention and had been extensively discussed in Georgia. The sympathies of fathers and

Janes's Hand-Book of Georgia. Atlanta, Ga., 1876. Pp. 188-9.

Butler's Historical Record of Macon. Macon, Ga., 1879. Pp. 116-21, 296-9.

Henderson's Commonwealth of Georgia. Atlanta, Ga., 1885. Pp. 271-3.

Presidents' Reports of Emory College, Oxford, Ga., and Wesleyan Female College, Macon Ga., to the patronizing Conferences. December, 1886.

College Catalogues for 1855-56, 1865-66, 1869-70, 1871-72, 1874-75, 1877-78, 1886-87, and 1887-88.

White's Statistics of Georgia, pp. 79-80.

Bishop Simpson's Cyclopædia of Methodism. Revised Ed., 1882. Page 920.

Act of incorporation, assented to December 19, 1843, and Statutes and Regulations of the Board of Trustees.

Educational Needs of the South; an Address by Gustavus J. Orr. Washington, 1879. Pp. 5-6.

Southern Ladies' Book. Macon, February, 1840. Vol. I, No. 2: "The Georgia Female College; Its Origin, Plan, and Prospects." By George F. Pierce.

[1] In a letter dated September 30, 1887, he says: "Oberlin in Ohio, for men and women, was chartered about the same time, or a little before perhaps, but did not confer *any degrees* till after the Georgia Female College had conferred degrees. The same may be said of Mt. Holyoke in Massachusetts, which never bore the name of college, but obtained charter privileges to confer degrees a little prior to our college, but I think it has always been called a seminary, and has not conferred degrees, or did not till after our college had done so. I think it a well-established fact that the Georgia Female College, now Wesleyan, is the first college in the world that ever conferred a degree upon a woman. Certainly it is the first strictly woman's college that exercised the prerogative." See also Encyclopædia Britannica, 9th Ed., Vol. X, p. 437; and Bishop Simpson's Cyclopædia of Methodism, Revised Ed., 1882, p. 920.

[2] Catalogue for 1886-87, p. 52.

[3] Laws of 1836, pp. 101-3.

mothers were alike enlisted in the all-absorbing question. Many of the latter, interested for their daughters, evinced the power of the female mind by the admirable communications and essays which they published in the gazettes throughout the State.[1] The opinion in the Old World, long maintained, that the education of women should be confined to the "mere rudiments of learning and to domestic application," had prevailed in America. It was now, however, undergoing a modification. A true appreciation and recognition of female capabilities were the order and inspiration of the day.

BILL REPORTED BY HON. D. G. CAMPBELL.

The first prominent action taken in this matter was during the session of the Legislature in November, 1825, when, as an accompaniment to the report of the Committee on Public Education and Free Schools, Hon. Duncan G. Campbell[2] offered the following: "A Bill—To be entitled An act to establish a public seat of learning in this State for the education of females." The preamble, because of the interest which gathers about it from its association with these early efforts at founding a female college, may be appropriately quoted: "It is the distinguishing happiness of the present generation to live in an age of improvement and enjoy the means of ameliorating the condition of all classes of society. In a review of the progress of literature throughout the country in which we live, we are furnished with the fact that in no part of this vast Confederation has the education of females been the object of public munificence. To this class of society is intrusted the early instruction of both sexes, and our feelings and our principles are of maternal origin. How necessary, then, that a department so high and charged with duties so delicate and important should early be placed under the regenerating hand of science and religion. These are the strongest safeguards, under Providence, of political security and of individual excellence. To direct them in their appropriate destinies is the grateful duty of those who wish well to the national prosperity. For the acquirement of solid and useful female education our sister States will afford but incompetent reliance. And if we were but satisfied of their sufficiency, the resort would be too humiliating for the generous ambition of Georgia and her means of indulging it. For the purpose, therefore, of rescuing from comparative obscurity the fairest portion of our community, and of enabling them to contribute to the valuable store of literature, philosophy and religion,—*Be it therefore enacted*," etc.

It was provided in this bill that the general superintendence and regulation of female education throughout the State, and particularly of the public seat of learning established for that purpose, should be

[1] Butler's History of Macon, p. 116.

[2] *He was the father of* the late Hon. John A. Campbell, ex-Associate Justice of the *Supreme Court of the* United States.

committed and intrusted to a board of trustees, to be denominated "The Board of Trustees of the Female Seminary of Georgia," and to consist of fifteen males and fifteen females. There were seven other sections in the bill, defining the authority of the Board and making all necessary provisions for the permanent establishment of the institution. The bill passed the House, but met with strong opposition in the Senate. Although the Legislature declined to pass the bill, Mr. Campbell was generally regarded, and is still gratefully remembered, as the originator of the scheme which contemplated female education in Georgia. Five years prior to the introduction of this bill he had labored in his district of the State and before the General Assembly in the interest of female education. His object was the establishment of an institution wherein females could enjoy educational advantages equal to those afforded in male colleges. Upon his death, which occurred in July, 1828, the bar and the press, and the State University at Athens, rendered the highest tribute to his public services. In no instance did they omit to eulogize his efforts in behalf of female education.[1]

After the death of Colonel Campbell, the interest which he had excited in a higher standard for the education of females began to wane, until 1834, when, at the annual commencement of the University of Georgia, Daniel Chandler, Esq., delivered his memorable address upon female education before one of the largest and most refined audiences that had ever assembled in those classic halls. The address was an eloquent and a brilliant appeal in behalf of the intellectual capabilities of woman. In announcing his subject, Female Education, Mr. Chandler said:

"It concerns us all. It interests the present and all coming generations. It is the parent of patriotic feeling, virtuous sentiment, of religious desire, and literary distinction. It connects time with eternity, and brings into sweet identity hope and immortality."

After speaking of the shameful neglect with which female education had been treated, he continued: "But the opinion as to female incapacity is undergoing a change. The developments of the past, made under circumstances of peculiar neglect and oppression, are correcting preconceived opinions and pre-existing prejudices. Truth has flashed its light upon the world, and the force of its eloquence has arrested the attention of philosophic skeptics and moralizing metaphysicians. It

[1] In a eulogy published in Washington, Ga., August 9, 1828, occurs the following passage:

"The Christian community mourns a support, while one star will ever shed its mild and tranquil light on *his memory*. It was that which was lighted, when, amidst the prejudices of the age, he called on his country to elevate the standard of female education, and, by 'an enlightened female community, to add strength to the State and perpetuate the blessings of a free government.'

"Female gratitude would record this philanthropic, though unsuccessful, effort in indelible characters, and many a tearful eye will attest how those whom he would have served *sorrow that his sun has* descended; that a good man has fallen."

has pointed to ancient and modern days, and rescued from oblivion's wave the illustrious names of many a daring, dauntless soul, of many a gifted, splendid intellect."[1]

In another place[2] he said: "Give the female the same advantages of instruction with the male; afford her the same opportunities for improvement; and she will struggle with the boldest mind for the mastery in science and in letters, and outstrip in the proud race of distinction many of the favored objects of parental solicitude and legislative bounty."

This address was subsequently printed, and copies of it were distributed throughout the State. The effect produced in Georgia by its publication and dissemination cannot be over-estimated. It gave a new direction to the opinions and feelings of the people on the very important subject of female education, wrought a wonderful change in the minds of all who had ever disputed "an equality in the intellectual culture of the two sexes," and contributed in some measure to the establishment of several colleges and institutions which have proved a great blessing to the State.

FOUNDATION OF THE GEORGIA FEMALE COLLEGE.

Pursuant to the suggestion first advanced by Mr. Campbell, the citizens of Macon were contemplating building a seminary for females, independent of the male academy, with grades of classes similar to a college course, when, in 1835, the Georgia Methodist Conference assembled in their city, and it was ascertained that that body had under consideration the foundation of a permanent and thoroughly organized institution for the education of women. At a meeting of the citizens of Macon held in June of the same year, it was resolved that a committee of four, consisting of Messrs. R. A. Beall, Jere Cowles, Robert Collins, and Henry G. Lamar, should be appointed to secure the influence of Revs. John Howard, Sinclair, and Tally, resident ministers in Macon and members of the Conference, who should represent to the Conference the intention of the citizens of Macon to establish a female college and their willingness to place it under its fostering care. A site was chosen, and nine thousand dollars were subscribed for the proposed college.[3] When the Conference re-assembled in January, 1836, the tender was cordially accepted, and Dr. Lovick Pierce was appointed to serve as travelling agent to collect funds to build the college and put it in operation. In this capacity he continued to act for two years.

[1] Chandler's Address on Female Education, p. 9.

[2] *Ibid.*, p. 31.

[3] When, in 1832, the lots were laid off on the common for the purpose of sale, the five acres on Encampment Hill were reserved for a college or some public building. The citizens made an application to the City Council for a grant of the reserve for the Macon Female College. The Council agreed to dispose of it for twenty-five hundred dollars; and at a called meeting on the 8th of July, 1834, the above-mentioned sum was subscribed toward the college, which was afterward increased. (Butler's History of Macon, p. 121.)

Doctor Pierce was from the beginning, in more senses than one, the unswerving friend of the institution. A trustee of the college from its foundation to the end of his illustrious life, proudly cherishing its memories, and ever watchful of its best interests, he shares with his son, Bishop George F. Pierce, also a prominent member of the board, and at one time employed as its financial agent, a position in the Wesleyan's annals which will always be the subject of grateful and admiring retrospect.[1]

The first official record of the Georgia Female College, contained in its charter, embraces the names of the persons appointed to act as its trustees. These were substantially the same as those which constituted the Board of Emory College, viz: James O. Andrew, John W. Talley, Samuel K. Hodges, Lovick Pierce, Ignatius A. Few, Alexander Speer, William Arnold, Thomas Samford, William J. Parks, George F. Pierce, Elijah Sinclair, Henry G. Lamar, Jere Cowles, Ossian Gregory, Robert Collins, E. Hamilton, George Jewett, Henry Solomon, Augustus B. Longstreet, Walter T. Colquitt, James A. Nisbet, and Robert Augustus Beall.

The board of trustees held many meetings, and had many interesting discussions as to the plan of the building, the ways and means of erecting it, the adoption of the curriculum, etc. Being pioneers, it is remarkable that so few mistakes were made. Two years after their organization, that is, in June, 1838, the trustees elected a president of the college and one professor, and in the following November the other professors and officers were chosen. The college, crowning Encampment Hill, since known as College Hill, was opened to the public and began its appropriate work January 7, 1839, with the following faculty: Rev. G. F. Pierce, president and professor of English literature; Rev. W. H. Ellison, professor of mathematics; Rev. T. B. Slade, professor of natural science; Rev. S. Mattison, principal of preparatory department; B. B. Hopkins, tutor; John Euhink, professor of music; Miss Lord, first assistant in music; Miss Massey, second assistant in music; Mrs. Shelton, matron; Mrs. Kingman, department of domestic economy; and A. R. Freeman, steward.

OPENING OF THE COLLEGE.

The opening of the college, even at that time, was recognized as an important event in the history of the times. John C. Butler, in his History of Macon, p. 298, says:

"It was an occasion of great interest and deep and thrilling excitement. A large and respectable number of the citizens of Macon assembled in the college chapel to witness the opening scene. The hopes

[1] In his Report to the Patronizing Conferences in December, 1886, President Bass suggests the propriety of erecting a handsome and commodious edifice, to be known as Memorial Hall, and to bear the honored and beloved names of Lovick and George F. Pierce, as a monument to the devoted father and son whose lives were consecrated to the *work of education in Georgia.*

and the fears of its friends, the predictions of its enemies, and the eager delight of the congregated pupils, all conspired to invest the service with an interest additional to its intrinsic importance."

On that day ninety young ladies enrolled their names as pupils; and before the termination of the first term the number increased to one hundred and sixty-eight.

The first class of eleven graduated in 1840. Since that time[1] eleven hundred and six have received A. B. diplomas, including the class of forty-eight young ladies which graduated in 1887. It has been the custom from the beginning, and until a very recent date, to confer master of arts degrees on graduates ten years after the receipt of their A. B. diplomas, and in that time more than seven hundred have been complimented with such honors. Beside these, there have been thirty-one graduates in the honorary first degree, eight in the honorary second degree, and ~~fifty-nine~~ in music. According to Mr. Butler,[2] who wrote in 1879, the largest number of undergraduates for any one year was two hundred and forty-four (in 1863–64). The smallest was one hundred and four, during the session of 1843–44. The last catalogue, that for the year 1887–88, shows a total enrolment for the college of three hundred and twenty-six students.

EARLY HISTORY OF THE INSTITUTION.

Having given these figures, we proceed with the early history of the institution. The buildings were completed in January, 1839, at a cost of eighty-five thousand dollars. We have the following contemporaneously published account of the Georgia Female College as it then appeared:[3]

"The college is located on a commanding eminence, midway between the business portion of the city of Macon and the village of Vineville. Four acres are enclosed with a neat and handsome fence. The edifice is one hundred and sixty feet long by sixty wide, rising four stories high in the centre, with wings three stories high. The roof is flat and covered with tin, and surrounded by a parapet. The front view is relieved from the monotony of a plain surface of brick by a recess of several feet, over which the roof projects, supported by massive pillars. There are fifty rooms in the building, with a spacious dining-room attached, library rooms, parlors, etc. The rooms used for sleeping are usually eighteen feet square, with large windows, ceilings high pitch, so as to allow a full and healthful volume of air. The building can accommodate with comfort one hundred and twenty boarders. The view from the cupola is one

[1] It is worthy of special remark that during the late war between the States the college was kept open, and went on regularly with its work, with the exception of two or three weeks when General Sherman passed by on his march to the sea, and of two days when General Wilson took possession of the city.

[2] *History of Macon*, p. 298.

[3] *Quoted in Butler's* History of Macon, pp. 296-7.

of the most picturesque to be obtained from any public edifice in the State. The city of Macon is spread on the plain below, with its busy streets alive with the signs of bustling trade. Splendid mansions are set upon the surrounding hills, and Vineville is seen stretching its quiet length until the pines that border its more thickly settled portions hide from the gaze its more retired dwellings; the mighty sweep of horizon, with its radius of many miles, round and round, without a break, until in the far distance the very heavens seemed to have leaned for rest upon the forest trees that tower up, young and old, in sturdy strength, as if glad to bear the honorable burden; the Ocmulgee, winding its current along, hid in the overshadowing forest, and leaving the beholder to trace its route by the vigorous growth that shoots heavenward from its fertile banks. It is a scene of beauty and grandeur, of active life, and of sober stillness; Art amid her manufactures and her ornaments, and Nature in her simplicity and repose."

From what has been said of the auspicious opening of the Georgia Female College, its well organized faculty, the large attendance of pupils, and its admirably equipped college buildings, it might be inferred that a career of prosperity was in store for it. But such did not prove to be the case. The views and plans of the trustees were too liberal for their age, or at least for the cramped financial condition of the times.[1] They became responsible for the salaries of professors and teachers; debts accumulated and creditors threatened to close the doors of the college. The Georgia Female College was actually sold and bought at sheriff's sale, and given to the Georgia Annual Conference of the Methodist Episcopal Church. The president and faculty resigned, but they were immediately elected to fill like places in the *Wesleyan Female College*, the new name given to the institution. Thus the college, without the loss of time in its great work, passed under a new jurisdiction, and set out upon a new career. The date of these occurrences was 1843.

In December of that year a charter was granted, establishing the institution on its present basis and under the corporate name of Wesleyan Female College.[2]

GEORGIA FEMALE COLLEGE BECOMES THE WESLEYAN FEMALE COLLEGE.

In July, 1850, a committee appointed for that purpose reported to the board of trustees a history of the manner in which the Georgia Female College changed its title and relations and became the Wes-

[1] It is stated by Mr. Butler (History of Macon, pp. 297–8) that when the college commenced operations it was encumbered by a debt of twenty thousand dollars, which was the main source of its subsequent embarrassment.

[2] See "An act to incorporate a Wesleyan Female College, to be located in the city of Macon, Ga.," approved December 19, 1843. (Laws of Georgia, 1843, pp. 41–3.) The composition of the new board, as constituted by this charter, was almost identical with that of the old, nearly every surviving member of the old board holding his seat in the new.

leyan Female College. A part of that report, taken from the minutes of the board, is here presented:

"The committee find it necessary to refer to the Georgia Female College in order to arrive at facts connected with the history of the Wesleyan Female College. The friends of education inaugurated the former with bright prospects, but it was found at the end of five years to be irretrievably bankrupt, not able to pay ten cents in the dollar. The most of its friends surrendered the enterprise as an entire failure. Here the committee cannot refrain from mentioning the names of Rev. Samuel Anthony and William H. Ellison as having used extraordinary efforts to sustain the institution. They called on a particular friend, William Scott, Esq., of Vineville, to advise them of any means by which the college could be continued. He suggested the whole plan on which the Wesleyan Female College is now settled. After the plan was submitted by their friend, William Scott, to Messrs. Ellison and Anthony, and approved by them, the friends of female education then came at once to its aid.

"Mr. Elam Alexander, the original contractor for the building, had a mortgage on it for a large amount, and was determined to sell it as soon as he could legally do so. When it was ascertained that his claim could be bought for ten thousand dollars, the following gentlemen, with their own money, bought the claim and divided it into ten shares, each one thousand dollars, as follows: George W. Persons, William Bailey, John Rawls, James Dean, William H. Ellison, Ambrose Chapman, one share each; and James A. Everett and William Scott, two shares each. The mortgage was foreclosed; these gentlemen bought the property and became the *bona fide* owners of the building. The object was not to speculate with their money, but to advance female education. They tendered the college building to the trustees for what it had cost them. Their agent, Rev. Samuel Anthony, made labored and repeated efforts to raise the amount necessary to purchase the college building, but was unsuccessful. There was still left unpaid between seven thousand dollars and eight thousand dollars, which the late James A. Everett proposed to advance, on the condition that the trustees would give him four perpetual scholarships in the institution. The trustees accepted the proposition, and got a title to the college buildings, which has been legally and correctly obtained."

Dr. W. H. Ellison was the second president of the Georgia Female College, and the first of the Wesleyan Female College. There have been four other presidents, viz: Drs. E. H. Myers, O. L. Smith, John M. Bonnell, and William C. Bass. Doctor Bass has held the office since 1874, and also occupies the Seney chair of mental and moral science. The Rev. C. W. Smith, recently[1] deceased, was elected secretary of the faculty in 1852. He had been a professor in the college since 1854. At the time of his death he was occupying the Lovick Pierce chair of

[1] April 5, 1888.

WESLEYAN FEMALE COLLEGE, MACON.

mathematics and astronomy. Inclusive of Doctors Bass and Smith, the board of instruction has, until lately, consisted of eighteen teachers, seven of whom were employed in teaching music. With the exception of four or five, these teachers are all women.[1]

THE COURSES OF STUDY.

The curriculum embraces the English, Latin, Greek, French, and German languages, a full course in mathematics, the natural sciences, mental and moral philosophy, logic, evidences of Christianity, parliamentary law, ancient and modern history, elocution, and composition. The preparatory department is designed for those who are unprepared to enter the regular college classes, and before the pupil is admitted to the second or lowest class in the college, she must "be able to spell well and to read fluently; to write a fair hand; must have completed geography; have studied some elementary English grammar; have familiarized herself with the fundamental rules of arithmetic, including proportion, reduction, and decimal and vulgar fractions; and must be able to translate and parse simple Latin." Beside the regular A. B. course, there is a post-graduate or A. M. course at the Wesleyan Female College, the old custom, already alluded to, of conferring degrees upon alumnæ of ten years' standing having been abolished. This course extends through two years, and upon its completion the A. M. diploma is awarded. Metaphysics and ethics, English, Latin, Greek, German, French, and natural science are the main studies in the post-graduate course.

The instruction in music imparts a knowledge of the piano, the guitar, and the organ, and of voice culture and harmony. This department is naturally divided into two schools, the piano school and the vocal school. Each school is separated into distinct grades, each grade comprising a definite portion of the pupil's progress in the school. Each grade is assigned, as far as possible, to a certain teacher, who gives instruction to all in that grade, so long as they continue in it; thus, on the principle of the "division of labor," securing the highest order of skill in the teaching of the whole course.

All who accomplish the work as prescribed in the piano school receive musical diplomas. The popularity of this department of the college is sufficiently evinced by the fact that, of the three hundred and twenty-six students in attendance on the institution during the session of 1887–88, one hundred and forty-eight were pupils in instrumental music and forty-six in special vocal training.

The art department is under the direction of a talented artist, and is well supplied with all the casts and models necessary for successful

[1] Among the professors of the Wesleyan Female College will be remembered G. W. W. Stone and C. W. Smith in mathematics; W. F. Cook, D. D., and J. T. Derry in ancient languages; *J. M. Bonnell* and W. C. Bass, D. D., in natural science; and *J. R. Thomas and Mrs. A. C. Cobb* in English literature.

study. The course includes every style of drawing and painting, china decoration, and embroidery. A full course in art, including perspective, entitles the graduate in this department to an "art diploma."

The munificent gift of over one hundred thousand dollars by Mr. George I. Seney, of Brooklyn, N. Y., has enabled the trustees to make such additions and changes in the main college building as to render it one of the most attractive and complete edifices for educational purposes which may be found either at the North or in the South. This building is two hundred and forty-six feet long and eighty-five feet wide. It is five stories high, including the mansard roof, and is surrounded on three sides by ample upper and lower colonnades. Arcades, stairways, transoms over every door, and broad passages throughout the entire building give adequate ventilation, and the structure throughout has every modern convenience and comfort. The first floor contains the parlors, library room, museum, and professors' family rooms; the second and third contain the sleeping rooms of boarding pupils, matron, and lady teachers; and on the fourth floor are located the art hall, society halls, and gymnasium.[1] There are two other buildings on the college premises used as chapel, laboratory, and recitation rooms.

BENEVOLENCE OF MR. GEORGE I. SENEY.

Before concluding this sketch of the history and educational work of the Wesleyan Female College, it is proper to add a word in recognition of the bounty of one who has proven himself the second father of the institution. The building of which I have spoken is a living monument to the liberality of George I. Seney. Independently of the sixty-five thousand dollars donated for the purposes of renovating, enlarging, and modernizing the old college edifice, Mr. Seney has appropriated five thousand dollars, to be equally divided between the college library and the scientific department and to be expended in their equipment; five thousand dollars for improving the grounds and furnishing the building; and fifty thousand dollars to be set apart as "a perpetual endowment, the income from which may be employed according to the wisdom of the trustees."[2] Of the last-mentioned sum, twenty-five thousand dollars have been applied by the board to endow the president's chair, which is known as the "Seney Professorship." By request of Mr. Seney, the other twenty-five thousand dollars were applied to the endowment of a chair, to be called the "Lovick Pierce Professorship;" for, as the philanthropist declared, "there is no man, North or South, whose character I admire more, and whose name and virtues I would prefer to perpetuate."

In all, his gifts[3] to the Wesleyan Female College amount to one hun-

[1] This is a large hall, sixty by ninety feet, well lighted and ventilated, and supplied with ample apparatus for healthful exercise.

[2] *Catalogue for 1886–87*, p. 47.

[3] They were all made in 1881.

dred and twenty-five thousand dollars—a similar sum to that received from him by Emory College, making a total benefaction for both institutions of two hundred and fifty thousand dollars. In appreciation of these gifts and of the noble Christian character of Mr. Seney, the faculty and students of Wesleyan Female College, with the sanction and hearty approbation of the board of trustees, have adopted his birthday, which occurs on the 12th of May, as a regular college anniversary. It is named in the calendar "Benefactor's Day," and is annually observed by suitable literary and musical exercises, in connection with the anniversary of the literary societies.

LA GRANGE FEMALE COLLEGE.[1]

The Methodists have the largest representation in colleges of any religious denomination in Georgia. In addition to the two just mentioned, they claim five others, viz: La Grange Female College, at La Grange; Georgia Methodist Female College, at Covington; Andrew Female College, at Cuthbert; Dalton Female College, at Dalton; and the Methodist College for young ladies, at Gainesville.

First of these, in many respects, is the La Grange Female College. Founded in 1833, it was, in its infancy, an academy of high grade, and its first teacher of note was Rev. Thomas Stanley. In December, 1847, under the presidency of Mr. Joseph T. Montgomery, a charter was procured, and the academy became a college.[2] After several years of great prosperity, more than two hundred girls being often in attendance,[3] the whole college property was sold to the Georgia Annual Conference of the Methodist Episcopal Church South. The trustees elected a new corps of competent teachers, and in September, 1857, the college began its distinctive work of Christian education under the presidency of Rev. W. G. Connor, a member of the conference. It enjoyed patronage from all parts of Georgia and from other States. Under the presidency of Rev. W. A. Harris, D. D., in 1859, it took the lead of church schools in sending out the first resident graduate class in the South, of which Mrs. Alice Culler Cobb, now a successful teacher in the Wesleyan Female College, was an honored member.

Well established in a career of enlarged and increasing usefulness, its work was arrested by a disastrous fire on the 28th of March, 1860. The college property, consisting of a handsome building, an ample

[1] White's Historical Collections of Georgia, pp. 651–2.

Catalogues for 1885–86 and 1886–87.

[2] See an act to incorporate the La Grange Female Institute, approved December 17, 1847. (Laws of Georgia, 1847, pp. 120–1.) The fifth section of the act says that the principal of the institute shall have power to confer all such honors, degrees, medals, and privileges as are usually conferred in colleges and universities. Name changed to La Grange Female College by act of December 26, 1851. (Laws of 1851–52, p. 312.)

[3] According to Mr. White, who wrote in 1854, the college had averaged, for the six *preceding years, two hundred* and forty pupils. (Historical Collections of Georgia, *p. 651.)*

chemical and physical apparatus, a complete equipment of costly musical instruments, and well-selected libraries,[1] was then consumed. Nothing daunted by this calamity, the friends of the institution rallied with willing hearts and open purses to the work of rebuilding. Their labors were interrupted by the War, and it was owing to the energy and perseverance of Rev. James R. Mayson, late president of the college, that the building was put in a condition to be used. In the midst of the general depression and business prostration consequent upon the War, he succeeded in raising, principally from among the citizens of La Grange, ten thousand dollars, with which he was enabled to complete the work. After several years of prosperous service, he resigned his position in order to return to pastoral duties. The trustees then elected Rev. John W. Heidt, D. D., president. The present incumbent in this office is Rufus W. Smith, A. M. He is assisted by a faculty of nine teachers.

The course of study embraces a preparatory, a collegiate, a commercial, a music, and an art department. The collegiate department has Freshman, Sophomore, Junior, and Senior classes. It is intended to make the commercial department one of special utility. Book-keeping, commercial arithmetic, business correspondence, and penmanship are taught in this course. Music receives marked attention.

The alumnæ of the La Grange Female College number over four hundred. The attendance during the session of 1886–87 consisted of one hundred and forty-six pupils.

The college occupies a very fine site, in full view of majestic landscapes. The late Doctor Sears, agent of the Peabody Fund, said of the situation, that he had travelled very extensively in Europe and America, visiting schools and colleges, but had never seen one equal to this for beauty and adaptation. The grounds are nine acres in extent, and, attractive by nature, are diversified with terraced groves and gardens. The main buildings are the college and the college home. On the second story of the college is the chapel, with a complement of music, art, society, and library rooms. This chapel "has been pronounced by distinguished visitors to be the finest audience-room in the South."[2]

The Irenian is the literary society of the La Grange Female College. It is accomplishing much good for the institution.

MADISON FEMALE COLLEGE.

This college was incorporated by an act approved by the General Assembly of Georgia January 26, 1850 (Laws of 1849–50, pp. 108–9). Mr. White, in his Historical Collections of Georgia (published in 1854),

[1] Mr. White (Historical Collections of Georgia, pp. 651–2) describes the college building as having few equals in the South. The principal edifice was of granite, one hundred and twenty feet long by sixty feet wide, and four stories high. Its cost was thirty-five thousand dollars. The entire investment for the outfit of the college had *been seventy-five thousand* dollars.

[2] *See Catalogue for 1886–87*, p. 28.

p. 566, alludes to the college as being "an institution of a recent date, numbering, according to the last catalogue, one hundred and seventy-one pupils. It is well supplied with philosophical and chemical instruments. * * * The course of study embraces every useful and ornamental branch."

The college was established by the Methodists, and held its last annual commencement, as the writer has been informed, in 1862. During the war between the States the main building of the institution subserved a purpose similar to that to which the Georgia Female College, likewise in Madison, was devoted. It was used as a hospital by the Confederate Government, and in this capacity continued to be occupied until its accidental destruction by fire, which occurred in 1864 and put an end to its existence.

The first president of the Madison Female College was Rev. Lucius L. Wittich, an experienced educator and a preacher of considerable mark. The second incumbent in the position was the Rev. Joseph H. Echols, while the third was the Rev. James L. Pierce, a brother of the late Bishop Pierce, and a man of fine literary attainments—under whose administration the institution achieved its greatest success. The last named of the presidents is still in life. Full faculties were associated with these officers, and among the departments represented in the curriculum were mathematics, natural philosophy, history, chemistry, Latin, Greek, belles-lettres, and music.

The college, as has been seen, was a chartered institution, granting diplomas and conferring degrees. At one time Dr. W. C. Bass, now president of Wesleyan Female College, and Dr. W. H. Felton, of Bartow County, a distinguished and influential member of the State Legislature, were numbered among its professors. A curriculum of high order was in force, and the educational advantages of the school are said to have been excellent. Fine apparatus was provided for the chairs of chemistry and natural philosophy, and the department of music received every attention. The faculty, as a general rule, comprised some eight or ten members, and the annual attendance upon the Female College averaged about one hundred and fifty pupils.

GEORGIA METHODIST FEMALE COLLEGE.[1]

This institution is located in the town of Covington, Newton County. It was first erected by the people of the place for a female school of high order in 1851, and called the Southern Female College.[2]

TRANSFERRED TO THE MASONIC ORDER.

Transferred in the following year to the Grand Lodge of the Masonic fraternity in Georgia, a new charter was obtained for it, and its name

[1] White's Historical Collections of Georgia, p. 574.
Janes's Hand-Book of Georgia, p. 189.
Catalogue for 1886–87.

[2] *See an act to incorporate the* Southern Female College, located in the town of Covington, Newton County; approved December 3, 1851 (Laws of 1851–52, pp. 313–14).

was changed to Southern Masonic Female College.[1] We learn from Janes's Hand-Book (published in 1876) that the Grand Lodge of the State appointed the board of trustees for the college, of which the grand master was president; that it was the sole property of the fraternity, and was founded for the purpose of educating the female orphans of Masons; that it had a collegiate curriculum, and conferred a full baccalaureate degree upon its graduates. It had in 1876 an average attendance of ninety, and had graduated over three hundred and fifty up to that time. It was largely patronized by citizens who were not members of the Masonic order.

In 1882 this institution passed into the possession of the Methodists, and became the Georgia Methodist Female College. Under the present organization Rev. John T. McLauchlin, A. M., is president. He is assisted by five teachers. English, mathematics, natural science, ancient and modern languages, and history are studied throughout the college course. Instruction is also afforded in music and art. The enrolment of students for 1886–87 was about one hundred and forty.

ANDREW FEMALE COLLEGE.[2]

This school, designed for the higher education of women, was established about 1854.[3] It is located at Cuthbert, Randolph County, and is the property of the Methodist Episcopal Church South. Its course of study, covering five years, is conducted by a faculty of competent instructors, of whom the Rev. Howard W. Key, A. M., a ripe scholar, an experienced teacher, and an admirable disciplinarian, is the president. The grounds, several acres in extent, have been rendered more attractive by summer-houses, trellises, and other artificial contrivances. The main college building is in the form of a Roman cross, fronting one hundred feet, with spacious lecture rooms at either end, and enclosing in the centre a chapel, forty-five feet in width and one hundred and twenty-five in depth, the whole being well ventilated and lighted.

There was an attendance at the college of one hundred and thirty-five students during the session of 1886–87.

DALTON FEMALE COLLEGE.

This institution was founded in 1872, and is now in the sixteenth year of its existence. In 1873 it received a charter, and in the following year graduated its first class of four members. The first president of the Dalton Female College was the Rev. Mr. Rogers, whose term of service extended over a period of seven years. He was succeeded by Prof. R. W. Smith, who held the position for five years. Upon the

[1] Act of February 14, 1854 (Acts of 1853–54, pp. 130–31). Sections IX, X, and XI relate to the institution; and in pursuance of their provisions the Grand Lodge appointed trustees for the Southern Masonic Female College.

[2] *Henderson's Commonwealth of Georgia*, p. 278.

Catalogue for 1886–87.

[3] *Act of incorporation*, approved January 15, 1854. (Laws of 1853–54, p. 116.)

resignation of the latter in 1885, the present incumbent, John A. Jones, A. M., was called to the presidency of the college.

The college is under the auspices of the Methodist Episcopal Church South. Its history has been a quiet, unostentatious one, yet remarkably successful, considering the means at its command.

The college building is a two-story brick structure, consisting of seven spacious, comfortable, and conveniently arranged school-rooms, beside the chapel. The college has, connected with it and located near it, a large and well-equipped boarding department. The whole property is worth about fifteen thousand dollars.

The college curriculum, requiring from ten to twelve years for its completion,[1] is about as full and extensive as that of most of the female seminaries of the country. There are eight teachers in the faculty, three of whom superintend the music department. The alumnæ of the institution number almost one hundred. The last (1886–87) register showed an attendance of one hundred and eighty-two pupils, one hundred and sixty-nine of whom were in the literary, fifty-three in the music, and twenty-nine in the art department.[2]

THE METHODIST COLLEGE.[3]

This institution, which is situated at Gainesville, Hall County, having been chartered in April, 1881, with full college powers, was established for the higher education of young women. Its officers are a president, secretary, and faculty, supervised by an incorporated board of directors, and visited by a special board, appointed by the North Georgia Conference of the Methodist Episcopal Church South, under whose fostering care the college is administered.

Beside the preparatory and collegiate departments, a piano school, with Freshman, Sophomore, Junior, and Senior classes, is attached to the college. The art and ornamental branches, also, receive attention. Inclusive of the Rev. Charles B. La Hatte, A. M., president of the college, the present faculty consists of eight teachers. The 1885–86 catalogue gave the college an attendance of seventy-nine pupils. The first class graduated in 1883.

ROMAN CATHOLIC INSTITUTIONS.

PIO NONO COLLEGE.[4]

This college, the only one which the Roman Catholic denomination has ever owned, or of which it has ever had the supervision in Georgia, is now extinct. It was located at Macon, and the Rt. Rev. William H.

[1] This includes college and sub-college classes and the preparatory department.

[2] For our facts in this case we are chiefly indebted to a letter from President Jones, dated November 22, 1887.

[3] Henderson's Commonwealth of Georgia, pp. 279–80.
Catalogue for 1885–86.

[4] *Jones's Hand-Book of Georgia*, p. 187.
Butler's History of Macon, pp. 302–3.

Gross, D. D., bishop of Savannah, to whose efforts since his consecration in 1873 it principally owed its origin, laid its corner-stone in May, 1874. Soon after his entrance upon his new duties, Bishop Gross determined to erect a college within his diocese, and was cordially aided by members of his own denomination and many who were not Catholics. The college building was commenced in the spring of 1874, and was completed during the following October. It was a handsome brick structure, one hundred and seventy-five feet in length, sixty-five in width, and five stories high, and cost fifty thousand dollars. On the 28th of February, 1876, the institution was chartered. At that time, we are told, it had a regular college curriculum, including classical and scientific courses. Surveying, engineering, book-keeping, and commercial law were taught. There was also a theological course.

Ten professors and tutors, of whom Rev. C. P. Gaboury was president, constituted the faculty. The attendance during the session ending June, 1876, embraced eighty-six students. In September of the ensuing year the college was entirely reorganized, the Rt. Rev. Bishop Gross himself assuming the presidency. This position he held until 1883,[1] when Rev. H. J. McNally succeeded him. The latter remained in office only one year; and in 1884 the last president, V. Rev. L. Bazin, was installed. His term of service expired with the life of the institution, in August, 1886.

BECOMES A JESUIT NOVITIATE.

The building and property[2] were then transferred to the Jesuits, and what was once known as Pio Nono College has become the Jesuit novitiate, and is now regarded as a training school for those who desire to enter the priesthood of that order.

[1] It should be stated that the functions of the bishop were more in the nature of a general supervisor, Rev. J. W. Daley doing most of the administrative work.

[2] A library, museum, and chemical laboratory were possessed by the college.

CHAPTER VI.

MISCELLANEOUS COLLEGES AND INSTITUTIONS IN GEORGIA.

GRIFFIN FEMALE COLLEGE.[1]

Griffin Female College was incorporated in 1848, organized in the following year, and graduated its first class in 1850. Though most of its pupils come from Georgia, its alumnæ are found in many parts of the South. The college occupies one of the most beautiful groves in the city of Griffin, Spalding County. The system of instruction is thorough, provision being made for six courses of study; viz, primary, preparatory, academic, collegiate, music, and art. The school of instrumental and vocal music is especially fine. The college outfit consists of a library of fifteen hundred volumes, a fair philosophical and chemical apparatus, and a cabinet of minerals. The faculty, of which Mrs. A. C. Winters is at present the head, numbers four teachers.

GEORGIA MILITARY INSTITUTE.

The list of institutions of higher education in Georgia would be incomplete without a mention of the Georgia Military Institute. This school was located within a short distance of Marietta, Cobb County. Originating under the direction of Col. A. V. Brumby, and first organized by him in 1851, its first session opened on July 10th of that year with only seven cadets, but the attendance swelled to twenty-eight before the term ended. "Since that time," says Mr. White, writing in 1854, "the number has steadily and rapidly increased at each session up to the present time; and now, having completed but two years of its history, it numbers one hundred and twenty cadets, five professors, and one assistant professor."[2]

At the instance of Colonel Brumby, in 1851, a joint stock company had been formed, and the institute chartered as a military college un-

[1] Henderson's Commonwealth of Georgia, pp. 281–2.
Catalogue for 1882–83.
Circulars for 1886–87 and 1887–88.

[2] Historical Collections of Georgia, p. 401.

der the control of a board of trustees.[1] The act of incorporation dates from December 8, 1851 (Laws of 1851–52, pp. 298–9), and it is worthy of note, in this connection, that it was largely to the influence and active intervention of Col. John Milledge and the Hon. Francis S. Bartow that the passage of the bill was due. At the same session an act was passed, entitled, "An Act to provide for the education of a certain number of State cadets in the Georgia Military Institute, to defray the expenses of the same, and for other purposes therein mentioned."[2] The Legislature likewise directed the Governor to make requisition upon the Government of the United States to furnish the institute with arms and accoutrements. The arms were received in due course, and were, we are told, "of the most beautiful and appropriate kind for their purpose."

The government and discipline of the institute were strictly military. The course of studies was thoroughly scientific, modelled as nearly as possible after that of the United States Military Academy at West Point, of which Colonel Brumby was a graduate, and was almost identical with that of the Virginia Military Institute. A full collegiate curriculum was provided, in addition to those departments of study more immediately connected with military affairs.

The land and buildings occupied by the school remained the property of Colonel Brumby and his associates until 1857, when the entire establishment was purchased by the State, and appropriations were made for the erection of additional buildings and the purchase of apparatus for the scientific departments of instruction. In addition to the board of trustees, a board of visitors was appointed at each session of the Legislature, whose duty it was to report to them directly upon the affairs of the institute. From this time that seminary became, in all respects, a State college.

Colonel Brumby continued to fill the position of superintendent of the institute until 1859, when he was succeeded by Prof. F. W. Capers, at present a member of the faculty of Charleston (S. C.) College. The superintendent and commandant of the school were usually aided in their labors by some six or seven professors, several of them being graduates of West Point. Of the character of the instruction there afforded we have already spoken. The average attendance of students after the second year ranged from one hundred and fifty to two hundred.

It appears from the annual messages of the Governor that the exercises of the institute were conducted without intermission down to 1864, when the battalion of cadets was placed in active service. They re-

[1] They were David Irwin, Andrew J. Hansell, Wm. P. Young, John H. Glover, Martin G. Slaughter, David Dobbs, John Jones, Charles J. McDonald, William Harris, Mordecai Myers, and James Brannon.

[2] See act of January 21, 1852 (Laws of 1851–52, pp. 6–8). Pursuant to the intention of this act, eight cadets were sent from the Congressional districts, and two from the State at large, the appointments being given to young men who could make proof of *their inability to* procure an education from any college where they would be forced *to pay their* expenses.

mained in the field, faithfully, gallantly, and efficiently discharging their duties, until after the surrender of the southern armies, and were disbanded at Augusta, May 5, 1865.

This disbandment of the battalion was a matter of necessity. Their guns and tents had been turned over to the State or Confederate authorities, under special order; the buildings at Marietta had been burned;[1] the apparatus, library, and furniture of the institute, which had been removed to Milledgeville for safe-keeping, had been destroyed by the United States Army; and the condition of the currency was such as to leave the superintendent destitute of the means of furnishing even the poorest subsistence. There was nothing of value remaining to the institute but the small tract of land near Marietta, upon which the buildings once stood.

An unsuccessful effort to revive the Georgia Military Institute was made in 1873, when a convention of former officers and cadets was held at Atlanta. The meeting was largely attended, and why it failed to accomplish the desired results, it is difficult to say. "Perhaps," says Professor Capers, who was present on that occasion, and to whom we have been indebted for much of the foregoing, "the formal resolutions demanded too much for the convention, leaving little to be done by the Board or the Legislature."

COLLEGE TEMPLE.

This institution was founded in 1853 by Prof. M. P. Kellogg, A. M., and during the greater portion of its existence enjoyed a liberal patronage throughout the United States. Located at Newnan, Coweta County, the object in its establishment was the higher education of young ladies. The first degrees conferred at College Temple were in 1855. The class of 1876, composed of twenty-eight members, was the largest ever graduated from the institution. According to the 1885–86 catalogue there were one hundred and sixty-one pupils in attendance. The faculty numbered eleven teachers. The course of study embraced primary and preparatory departments and a collegiate course.

College Temple is now extinct. Its existence ceased when, in January, 1888, President Kellogg turned over the building to the town authorities for public school purposes.

BOWDON COLLEGE.

This college was founded in 1856 by Col. Charles A. McDaniel and Maj. John M. Richardson. It received a charter in the following year, and the name of Bowdon Collegiate Institute. This appellation it bore until 1871, when it became the present Bowdon College. "The chief object of its founders," we are told, "was to establish an institution of learning on the strictest principles of economy, so as to place an education within the reach of young men of moderate means." "This is

[1] *This was done by Federal troops* during Sherman's march through Georgia.

still the characteristic feature of the institution, * * * and the simple, yet neat and substantial mode of Bowdon life is now proverbial." Bowdon, the seat of this college, is located in the western part of Carroll County, Georgia, a few miles from the Alabama line.

Bowdon College favors the joint education of the sexes. It was one of the first institutions in the State to pursue this method. In 1872 it opened its doors to young ladies on equal terms with young men, and has found "that the advantages of co-education far exceed the disadvantages; and by diligence and watchful care the evils of the system may be avoided." Sixty-five of the one hundred and sixty-nine pupils in attendance during the session of 1886–87 were females, and five of the six members of the Senior class for that year were young women.

Beside the collegiate or regular course of study, there is a scientific and also an engineering course. These differ from the collegiate course in substituting for the classics French, and a more thorough and critical course in the natural sciences and applied mathematics. Upon those who complete these courses the degrees of A. B., B. S., and C. E. are severally conferred.

Rev. F. H. M. Henderson, D. D., is president of the institution. He is assisted by six teachers.

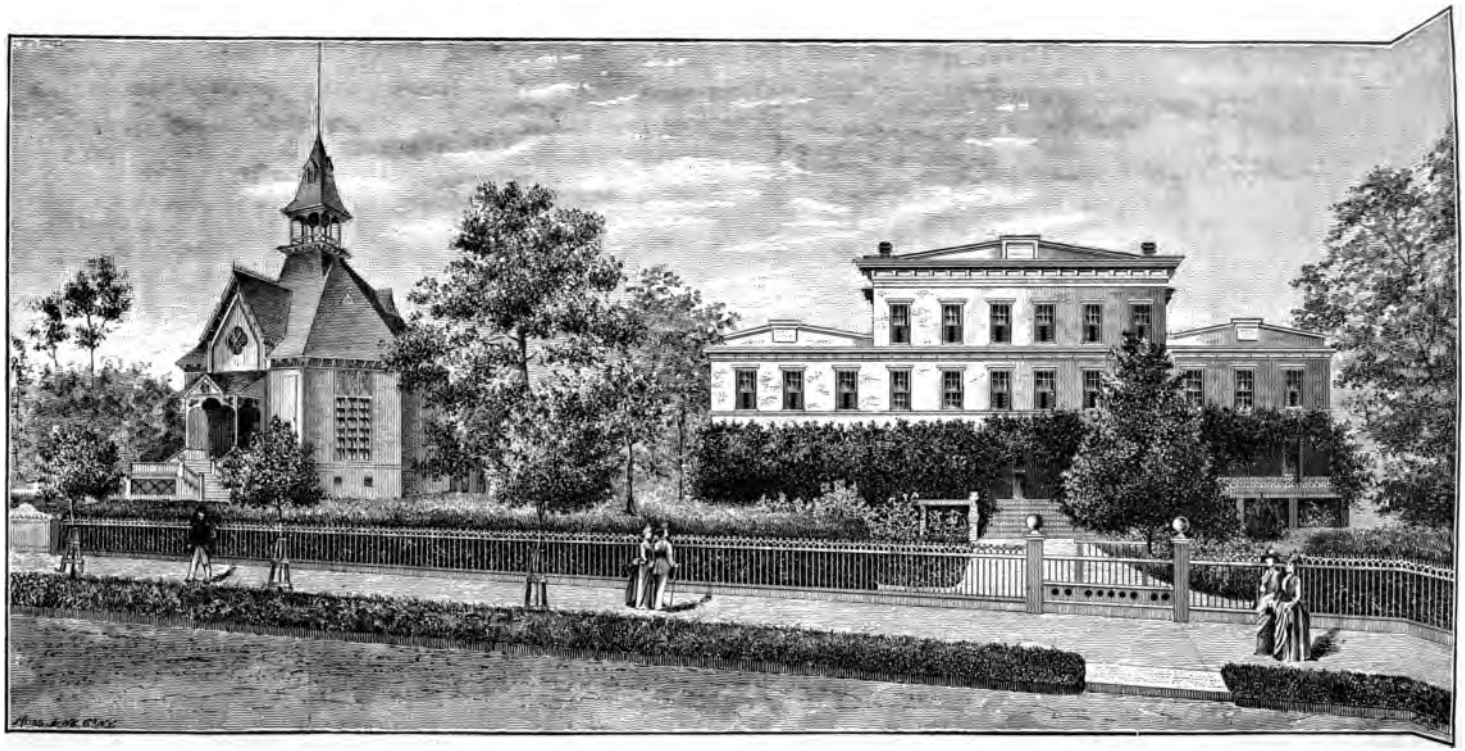
LUCY COBB INSTITUTE.

In 1857 General Thomas R. R. Cobb set on foot a movement to establish a girls' school at Athens, in Clark County. This effort on his part resulted in the erection, by a stock company, of a handsome four-story building in one of the best neighborhoods of the city. Just as the edifice was nearing its completion, General Cobb's favorite child, a girl of fourteen, died. In compliment to her memory, and in appreciation of her father's devotion, the board of trustees[1] named the school the Lucy Cobb Institute.

The institute was opened in 1858, well furnished both in its boarding and literary departments. Mr. Wright, a Northern gentleman, was its first principal. He conducted the school very satisfactorily until the commencement of the Civil War, when he returned to his people, and was succeeded in the position by the Misses Kay and Ferris. They were followed by Mr. Müller. Then Madame Sosnowski assumed charge, and after her, Doctor Jacobs. In 1871 Mrs. Wright[2] was elected principal. She "found the school in a languishing condition, the previous term having closed with one boarder and fourteen day scholars," and "without a curriculum or charter." She accordingly made application

[1] By an act to incorporate the Lucy Cobb Institute for the education of young ladies, in the town of Athens, approved December 2, 1859 (Laws of 1859, p. 83), Henry Hull, Jr., John H. Newton, Henry R. J. Long, Stephen Thomas, and Thomas R. R. Cobb, and their successors in office, were constituted the board of trustees of the *school.*

[2] *She is now Mrs. A. E. Cox, and is principal of the Forest Hill Institute, in Columbia County.*



LUCY COBB INSTITUTE, ATHENS.

to the trustees to have the institute chartered. They promptly acceded to her request, and on July 6, 1872, five young ladies received diplomas.[1] The numbers increased every year until, in 1880, the date of Mrs. Wright's resignation, there was a graduating class of fifteen.

Miss Millie Rutherford, the successor of Mrs. Wright, has since conducted the school with great success. She is assisted by a corps of fifteen teachers, several of whom hold professorial chairs in the University of Georgia. Prominent among the lecturers were the late honored chancellor of the University, Rev. Dr. P. H. Mell, and Dr. A. A. Lipscomb, ex-chancellor of the same and emeritus professor of Vanderbilt University (Tennessee).

The faculty of instruction has been organized into six schools; viz, schools of science, languages, mathematics, music, art, and English. The course of study is both academic and collegiate. The former is subdivided into First Academic and Collegiate; the latter into Freshman, Sophomore, Junior, Senior, and Graduate classes. "Only young ladies holding a diploma of this school, or one of the same standard, can enter the Graduate class, which is intended to supplement the Senior course in all high schools and colleges." The regular college course embraces mental and moral philosophy, ancient and modern history, Latin, mathematics, the natural sciences, physiology, general literature, and bookkeeping. The art department is under the direction of Miss Jennie Smith, a graduate of the institution, and a lady of unusual attainments.

SENEY-STOVALL CHAPEL.

It was chiefly through the exertions of one of its alumnæ that the Lucy Cobb Institute became possessed of its beautiful chapel. In 1881 Miss Nellie Stovall, of Athens, wrote to Mr. George I. Seney, of Brooklyn, N. Y., a letter in which she represented her *alma mater* as an object worthy of his bounty. The result of this graceful appeal was the handsome edifice to the left of the main building, known as the "Seney-Stovall Chapel." Mr. Seney erected it at a cost of ten thousand dollars. He has also placed in it a large pipe organ, valued at three thousand dollars. The chapel is octagonal in form, is tastefully decorated within, and is altogether quite a gem of its sort. Another noteworthy feature of the institution is its boarding department. We conclude with the quotation of an opinion expressed by a writer in the Atlanta Constitution of October 27, 1885, in regard to the excellence of the system which regulates this branch of the institute. He says:

"I have visited and inspected the methods of most of the prominent schools of this kind in this country, and never have I seen one that comes as near as it does to supplying all the requirements which I consider should enter into the organization of a school to which we are to intrust the care of our daughters. It is like a perfect home, and, under the care of its affectionate and attentive teachers, every young lady in

[1] *It should be stated that before* 1872 no diplomas had been conferred by the school.

attendance becomes one of a circle which partakes more of the family hearth-stone than of strangers bound together by the mere ties of association and collegiate discipline."

MARTIN INSTITUTE.

The school now known as Martin Institute was incorporated by act of the Legislature, November 20, 1818, under the name of Jackson County Academy.[1] It was afterward called the Jefferson Academy.

In December, 1859, the charter was amended and the name changed to Martin Institute, in honor of its benefactor, William D. Martin, through whose munificence the institution had been liberally endowed.[2] During the long period that has since elapsed the school has been in successful operation, the number of students in attendance seldom being less than one hundred, and often nearer two hundred.

Prior to the Civil War several distinguished teachers were at various times connected with this institution. Among them was Dr. Gustavus J. Orr, late State School Commissioner. Under him the present principal, Prof. John W. Glenn, and one of the teachers were instructed. In 1869 Professor Glenn came from the East Alabama Male College, took charge of the institute, and extended its influence to the neighboring States.

In 1874 the charter of the Martin Institute was enlarged so as to confer upon it all the rights granted to other colleges. These rights it has never exercised except in graduating classes in the female department. It has turned its attention unpretentiously to preparing young men for colleges of higher claims, if not better advantages.

Classes of young ladies were graduated regularly until 1882, when Principal Glenn was called to the University of Tennessee, to take charge of the department of agriculture in that institution. From 1870 to 1882 Martin Institute enjoyed a liberal patronage, the number of scholars ranging from one hundred and twenty to two hundred and seventy. About October, 1883, the old building was burned down. The present structure was not completed until two or three years later. Prof. Benjamin T. Hunter, from the Agricultural School at Cuthbert, Ga., became principal of the institute in 1885–86. Upon his resignation, in the fall of 1887, Professor Glenn resumed his old place, which he still retains. He is assisted by a corps of five teachers.

The curriculum of Martin Institute is similar to that of other male colleges, embracing the usual English, classical, and mathematical studies, together with a practical course in the physical sciences and

[1] Lamar's Compilations, p. 20.

[2] See Section II of act of December 9, 1859 (Laws of 1859, pp. 77–9). From the preamble of this act it appears that Mr. Martin had given by will to the trustees of the Jefferson Academy and their successors in office, one hundred and fifty shares of his stock of the Georgia Railroad and Banking Company, the preamble interpreting the *terms "Trustees of* the Jefferson Academy" as none other than the institution incor*porated as the Trustees of* the Jackson County Academy.

mechanical drawing. It has also business and normal courses. The standard of scholarship is high, especially in the department designed for young ladies. In the latter case the requirements are greater than in most of the female colleges.

In Martin Institute, as originally in Jackson County Academy and in Jefferson Academy, there exists co-education of the sexes. By reference to the catalogue for 1885–86, it will be perceived that of the one hundred and fifty-two students in attendance during that session, eighty were males and seventy-two were females.

This institute is located in the town of Jefferson, the county seat of Jackson County, nearly midway between Athens and Gainesville. The situation is elevated, overlooking the town, and commanding a beautiful and extensive view of the surrounding country.

The institute building was completed in 1886, and equipped at a cost of more than fifteen thousand dollars. The structure is large and imposing. It is built of brick, is slate-covered, and is well arranged in its appointments. The first floor contains recitation rooms, with seating capacity for nearly three hundred students, and ample blackboard facilities for every school purpose. A spacious chapel, approached by two broad stair-ways in front and one in the rear, together with vestibule, stage, and music rooms, occupies the entire second story. The building is surmounted with a belfry, provided with a sweet-toned bell of more than a thousand pounds' weight, the peals of which are distinctly heard at a distance of several miles.

HOME SCHOOL FOR YOUNG LADIES.[1]

In the year 1865 two institutions for the higher education of young ladies were established in Georgia—one, which is the subject of this section, at Athens; the other, presently to be considered, in the city of Atlanta. The Home School was founded by Madame Sophie Sosnowski, a lady of German birth, of long residence in this country, and distinguished for her high character, fine culture, and ability as a teacher. She came to Athens from Columbia, S. C., whence the fortune of war had driven her.

This institution was founded with a view to meet a real want felt by many parents in the selection of a school for their daughters, a want which is implied in its name, and which Madame Sosnowski's long experience had made plain to her, namely, of a school that should combine the advantages and discipline of a real home with those of a school for mental training; one that would command the personal attention and influence of the principal in behalf of each pupil, and avoid the rather casual training and promiscuous association of a large boarding school or college. This school was never intended for more than a limited number of scholars, who might be, at all times, under the eye of the

[1] For my information in regard to this school, I am in the main indebted to a sketch prepared by Prof. Charles Morris, of the University of Georgia.

teachers, and who, while enjoying the opportunities of more special instruction, should, at the same time, form a home circle with the principal as its centre.

In this point of view, the school has been very successful. The attendance has been good, and the plan of the worthy madame, the projector and organizer of the institution, has been steadily and faithfully carried out.

The Home School is under the management of Madame Sosnowski, assisted by her daughter, Miss Caroline Sosnowski, and an efficient corps of teachers. Among them are the accomplished grand-daughters of the principal, one of whom, Miss Ida Schaller, a thorough musician, having been well instructed in the Boston Conservatory of Music, has charge of the musical department. Excellent advantages in drawing and painting are afforded by Miss C. Sosnowski, who is herself a skilful artist.

The school offers a full course of instruction in the English branches, history, French and Latin, mathematics and physics, and in drawing, painting, and music, both vocal and instrumental.

ATLANTA FEMALE INSTITUTE AND COLLEGE OF MUSIC.

This school was organized by Mrs. J. W. Ballard, its present principal, in 1865, and is located at Atlanta. In 1882[1] it received a charter containing full power for conferring college diplomas. The faculty of instructors and lecturers, independent of the principal, number thirteen, all of whom are specialists in their several branches. The institute embraces a literary department, a department of modern languages, an art department, and a music department.

The last mentioned department constitutes, perhaps, the greatest attraction of the school. Mr. Constantin Sternberg, of repute as a pianist, is the general musical director. Two other teachers are associated with him in the department.

The course in the art department is very thorough. It embraces charcoal and pencil drawing from casts, still life, and nature; crayon portraiture; painting in oil and water colors; china painting; silk, velvet, and plush painting; lustra painting; brass hammering; and all the decorative and ornamental branches.

Primary, intermediate, academic, and collegiate departments are all represented in the general curriculum. The literary and classical training, as afforded in the collegiate course, is excellent, French, Latin, mathematics, and the natural sciences entering into and forming the subjects of every one of the classes. Instruction in elocution is also imparted.

According to the catalogue of 1886–87, the attendance of students on the various schools and departments of the Atlanta Female Institute,

[1] *See Report* of the Commissioner of Education for 1885–86, p. 371.

including the kindergarten, which has been established there, is one hundred and forty-six.

The new institute building is said to be the finest in the city of Atlanta, and is well supplied with art,[1] musical, chemical, and physical apparatus.

YOUNG FEMALE COLLEGE.[2]

Major E. R. Young, a wealthy planter of Thomas County, died in 1860, leaving a legacy of thirty thousand dollars to be used in the establishment and support of an institution for the education of females, to be known as "Young Female College," and appointing seven trustees[3] of his own selection to carry out his wishes. His will was contested, and no decision was had upon it until 1868.

The board of trustees organized June 23, 1866, when Mr. Thomas Jones was chosen president and A. H. Hansell, secretary.

In February, 1868, the board purchased the residence of Mr. James Kirksey, with fifteen acres of land attached, and engaged Mr. John E. Baker, formerly of Liberty County, to take charge of the institution, which was opened that month. As soon as it could be conveniently done, a handsome chapel, with recitation and study rooms, was built, and the college entered upon a prosperous course. While changes have from time to time occurred in the faculty, Mr. Baker has been continued as its head from the beginning, giving striking evidence of his faithfulness and fitness for the position. He is assisted by six teachers. The college shows an attendance, from year to year, of over one hundred scholars[4] and the house of the president, who lives at the college, is full of boarding pupils from the adjoining sections of Georgia and Florida. The course of study embraces five classes; viz, First, Second, Sophomore, Junior, and Senior.

Young Female College has been largely instrumental in helping to build up the little city of Thomasville, in which it is located.

BUTLER FEMALE COLLEGE AND MALE INSTITUTE.[5]

This institution, situated in Butler, Taylor County, was organized under the name of "Johnston Institute," in the year 1872. Through the action of the stockholders in 1875, a charter was obtained and the name was changed to "Butler Female College and Male Institute." The

[1] There is, among other things, a large and choice collection of art models, numbering over five thousand, the property of Mr. William Lycett, the professor of art.

[2] Henderson's Commonwealth of Georgia, pp. 277–8.

Catalogue for 1886–87.

[3] The trustees named in Major Young's will were Messrs. Thomas Jones, James T. Hayes, David S. Brannon, William J. Young, James L. Seward, A. T. McIntyre, and A. H. Hansell.

[4] The catalogue for 1886–87 gives an enrolment of one hundred and twenty-four.

[5] Henderson's Commonwealth of Georgia, p. 278.

Catalogue *for 1885–86,*

original building, which cost about ten thousand dollars, was consumed by fire in 1882. It was rebuilt upon an improved plan and supplied with suitable furniture. In pursuance of an act of the Legislature of Georgia, the town of Butler appropriated to this college certain sums of money annually accruing from various sources, and in this way tuition has been so far reduced as to make it a comparatively free school.

The course of instruction includes primary, preparatory, and collegiate departments. In the collegiate department both classical and scientific courses are open for the choice of the students. Those completing these courses receive the respective degrees of bachelor of arts and bachelor of science. The catalogue for 1885–86 gives the college an attendance for that session of ninety males and eighty-six females.

The president of the faculty is P. E. Davant, A. M., who has three assistants.

GAINESVILLE COLLEGE.

This is likewise a co-educating school, and was regularly chartered in 1875. Its curriculum consists of primary, kindergarten, preparatory, and collegiate departments. Beside the bachelor of arts or regular college course, there is a licentiate instruction course, which differs from the other only in the fact that the Senior studies are omitted. Music[1] and art receive attention in the college. The faculty is at present composed of four teachers, of whom R. E. Mitchell, A. B., is the president. The Annual Register of 1886–87 shows an attendance of two hundred and one pupils of both sexes.

WEST GEORGIA AGRICULTURAL AND MECHANICAL COLLEGE.

The West Georgia Agricultural and Mechanical College, situated in the town of Hamilton, Harris County, was incorporated in the fall of 1881. In the following year efforts were made to effect a union between it and the University of Georgia, to the end that it might become a branch college of the latter. The attempt, however, failed, and the institution remains separate from, and in nowise connected with, the State University.

Capt. John W. Dozier is at the head of the school. He has four assistant teachers. The course of instruction embraces primary, academic, and collegiate departments. Music is also taught. The enrolment of students (male and female) for the session of 1886–87 was one hundred and six.

The college building, comprising six study rooms, with a commodious chapel and an ante-room on the second floor, was completed in 1884 at a cost of about ten thousand dollars.

SOUTH GEORGIA MALE AND FEMALE COLLEGE.

The seat of this college, which was established about 1882, is at *Dawson, in Terrell County.* The faculty consists of seven members, Morgan

[1] The chair of music is at present vacant.

L. Parker, A. B., being president. There are literary, music, art, and business departments. The literary department is divided into three schools, viz, primary, preparatory, and collegiate. In addition to the regular college classes, there is a post-graduate class. The attendance during 1886–87 was one hundred and six males and seventy-six females.

OTHER COLLEGES.

In addition to the colleges already considered may be mentioned the Middle Georgia College, at Jonesborough, the county seat of Clayton County; Washington Seminary in Atlanta, which was founded by Miss Lola Washington about 1878, is presided over by Mrs. Baylor Stewart, and numbers among its faculty Mr. Alfredo Barili, a nephew of the celebrated Adelina Patti, and a musician of some note; Elberton Female Collegiate Institute, in Elbert County; Bradwell Institute, at Hinesville, in Liberty County; and the Agricultural College, at Cuthbert, in Randolph County, the latter at present forming a part of the State University at Athens.[1]

BUSINESS SCHOOLS IN GEORGIA.

MOORE'S BUSINESS UNIVERSITY.—Four principal commercial colleges have been established in the State, two at Atlanta, one at Macon, and one at Augusta. Of these, Moore's Business University, located in the city of Atlanta, is the oldest and, perhaps, the best known. Founded by Prof. B. F. Moore, at Savannah, Ga., in 1858, and opened in October of that year, Moore's Commercial Institute was conducted with marked success until the inception of the War in 1861. Its operations then ceased. In 1862 President Moore moved to Atlanta, where, six years later, viz, in October, 1868, the present institution was reopened, commencing its work with nine students. From that small beginning the school has increased so rapidly that it now numbers on its roll nearly four thousand graduates. About three hundred students are in annual attendance. "Moore's Business University is devoted to the education of young and middle-aged men and women in the commercial branches, and in instructing them in technical knowledge, by qualifying them for transactions of business, and the proper management of business affairs." The school is a completely organized community, with its necessary adjuncts, banking houses, and insurance, transportation, and other agencies. The system of teaching is eminently practical, and embodies an actual business training. Among the subjects embraced in the curriculum are single and double entry book-keeping, plain and ornamental penmanship, commercial arithmetic, merchandising, political economy, actual business, business correspondence, and mercantile law.

[1] The school at Cuthbert, as has been intimated above, has become once more (1889) a member *of the State University* system, and consequently falls under the general *description of the "Branch Colleges."*

MACON COMMERCIAL COLLEGE.—This institution dates from 1881. Its founder was the present principal, Prof. W. McKay. "I opened this school," he says,[1] "in connection with my own practice as a professional accountant, and have sought rather to give a thorough training to a few students than a smattering to a larger number, and have had ample proof of the truth of my theory of conducting such schools." Beside penmanship, business arithmetic, correspondence, bill-making, and general business routine, peculiar stress is laid upon the different details of book-keeping and accounts, "accounting being recognized and taught as a science," and, by reason of the excellent facilities afforded, constituting an important department in the college. Instruction is also given in stenography and type-writing. A special feature of the Macon Commercial College is its department for the graduation of females in book-keeping and accounts.

The other two commercial colleges to which we have alluded are Osborne's Business College, at Augusta, and Goldsmith and Sullivan's School of Business, at Atlanta. The former has been in operation since January, 1882, and was chartered in 1886.[2]

LITERARY INSTITUTIONS—THE GEORGIA HISTORICAL SOCIETY.[3]

Among the institutions of higher education in the State we should not omit to mention one which, aside from its importance as illustrating a phase in the development of the country, has exerted a truly potent influence in the departments of literature and original research. We refer to the Georgia Historical Society, at Savannah. This excellent organization dates from 1839. For many years previous, the need for some such association in the city of Savannah had been felt and acknowledged, but it was not until April, 1839, that any definite action was taken in regard to the subject. Then the Rev. William B. Stevens, Israel K. Tefft, Esq., and Dr. Richard D. Arnold addressed a circular to a number of gentlemen whom they thought most likely to interest themselves in the design, inviting them to attend a meeting for the purpose of forming an historical society. The convocation was accordingly held, and a society was formed. The officers "selected to give nascent tone, character, and impulse to the institution," were John McPherson

[1] In a letter dated January 23, 1888.

[2] See Report of the Commissioner of Education for 1885–86, p. 614.

[3] White's Historical Collections of Georgia, p. 315.

The Georgia Historical Society: Its Founders, Patrons, and Friends.

Anniversary address delivered in Hodgson Hall on the 14th of February, 1381, by Charles C. Jones, Jr., LL. D. Savannah, Ga., 1881. Pp. 40.

Historical Record of the City of Savannah. Savannah, 1869. Pp. 160–1.

Address of Richard D. Arnold, M. D., on the organization of the Georgia Historical Society and of the Savannah Library Association, delivered July 24, 1871. (Collections of the Georgia Historical Society, Vol. III, pp. 415–28. Savannah, 1873.)

Proceedings of the Dedication of Hodgson Hall, by the Georgia Historical Society, *on the occasion of its* thirty-seventh anniversary, February 14, 1876. Savannah, Ga., *876. Pp. 29.*

Berrien, of national reputation, president; James Moore Wayne, remembered as an Associate Justice of the Supreme Court of the United States, vice-president; Matthew Hall McAllister, vice-president; Israel K. Tefft, whom Colonel Jones[1] describes as the *fons et origo* of the society, corresponding secretary; George W. Hunter, treasurer; Henry K. Preston, librarian; William Thorne Williams, Charles S. Henry, John C. Nicoll, William Law, Robert M. Charlton, Alexander A. Smets, William Bacon Stevens, and Richard D. Arnold, directors.

Under the guidance of these its first officers—than whom, we are assured,[2] from out the entire circuit of the community none more competent or trustworthy could have been chosen—the Georgia Historical Society entered upon a career of usefulness.

In December, 1839,[3] the society was chartered; and its avowed object, as revealed in the preamble[4] of the act incorporating it, was the collection, preservation, and diffusion of information relating to the history of Georgia in all its various departments. To that end its officers and members, with a zeal worthy of all commendation, by correspondence, circular, contribution, purchase, and petition, concentrated as rapidly as they could in the library of the institution all printed and manuscript matter within the range of present possibility.[5] "So earnest," says Colonel Jones,[6] "was the society in the prosecution of its mission, and so eager to offer palpable evidence of its vitality, and to assert a right to honorable companionship in the sisterhood of kindred institutions, that in the second year of its existence it printed its first volume of collections." It was a valuable and interesting publication; and "it is not an exaggeration to affirm," continues the same author,[6] "that this first contribution of our cherished society will compare favorably with the transactions of any kindred society within the wide borders of this land." The second volume, like unto the first in historical value and genuine interest, was given to the public two years afterward; and in 1848 appeared part first of the third volume of the Georgia Historical Collections.

As early as March, 1841, the society invited Dr. William Bacon Stevens to undertake, under its auspices, the preparation of a new and complete history of Georgia. Liberal aid was extended to him in the prosecution of this most important labor, which resulted in the publication of two octavo volumes, one in 1847 and the other in 1859. The

[1] Colonel Jones's Address, p. 7.

[2] *Ibid.*, p. 8.

[3] See act of December 19 (Laws of 1839, pp. 132–4).

[4] "*Whereas* the members of a society instituted in the city of Savannah, for the purpose of collecting, preserving, and diffusing information relating to the history of the State of Georgia in particular, and of American history generally, have applied for an act of incorporation * * * *Be it enacted*," etc.

[5] Colonel Jones's Address, pp. 12–13.

[6] *Ibid.*, p. 13.

author concludes his history with the adoption of the Constitution of 1798.

For nearly eight years after its organization the association possessed no building of its own, but through the courtesy of the Savannah Library Society was permitted to occupy its rooms as a place of convocation. In 1847 there occurred a practical consolidation of these institutions, and two years subsequently the Georgia Historical Society found a convenient abiding place in the edifice which had been erected for its accommodation on Bryan Street, opposite the Bank of the State of Georgia. The library of the Savannah Library Society was merged into that of the Georgia Historical Society, and thus were the literary attractions of the latter enhanced by the addition of some twenty-five hundred volumes.[1]

Through the generosity of one of Savannah's distinguished sons, Dr. James P. Screven, a liability incurred in the erection of its hall was, in 1852, discharged, and the society liberated from debt.

During the next few years little of special moment transpired in the proceedings of the society. Then ensued the Civil War, which necessitated an entire suspension of all its operations, and well-nigh put an end to the organization itself.

Soon, however, after the termination of hostilities, under the encouragement of its then president, the Right Rev. Stephen Elliott, D. D., of blessed memory, the society revived, and entered upon a career of activity and usefulness. The impetus then given to its membership, its deliberations, and its exertions, was continued during the subsequent administrations of the Hon. Edward J. Harden, Mr. George Wymberley-Jones De Renne, Doctor Charters, and the Hon. Henry R. Jackson.

In 1871 the society published an interesting *brochure*, entitled An Authentic Account of the Origin, Mystery, and Explanation of Hon. Richard Henry Wilde's Alleged Plagiarism of the Lament of the Captive. Two years afterward, through the liberality of Mr. George Wymberley Jones, the society was enabled to give to the public the third volume of its historical collections, embracing letters from General Oglethorpe to the trustees of the colony and others, from October, 1735, to August, 1744; a Report of Sir James Wright to Lord Dartmouth on the condition of the colony, dated September 20, 1773; letters from Governor Sir James Wright to the Earl Dartmouth and Lord George Germain, secretaries of state for America, from August 24, 1774, to February 16, 1782; an anniversary address of Col. Charles C. Jones, Jr., on Brigadier-General Count Casimir Pulaski; and an address by Dr. Richard D. Arnold, on the Organization of the Georgia Historical Society and of the Savannah Library Association.

In 1878 the society, the cost of the publication being defrayed by Mr. De Renne, printed the fourth volume of its Collections, consisting of

[1] Colonel Jones's Address, pp. 15–16.

"The Dead Towns of Georgia," by Col. Charles C. Jones, Jr., LL. D., and "Itinerant Observations in America," reprinted from the London Magazine.

On the occasion of the celebration of the thirty-seventh anniversary of the organization of the society, possession was formally delivered of Hodgson Hall, the present beautiful and commodious home of the society, a gift from Miss Telfair and Mrs. Hodgson.

Here the society, with its twelve thousand volumes, lives and prospers, exerting a literary and refining influence, and conserving all memories appertaining to the history of Georgia.

THE TELFAIR ACADEMY OF ARTS AND SCIENCES.[1]

Through the munificence of Miss Mary Telfair, the daughter of Governor Edward Telfair, the Telfair Mansion in Savannah, with all the furniture, fixtures, books, pictures, statuary, and works of art, was bequeathed to the Georgia Historical Society, to be erected into an academy of arts and sciences.

For the maintenance of this institution she bequeathed one thousand shares of the capital stock of the Augusta and Savannah Railroad.

Under the auspices of the Georgia Historical Society, and in pursuance of the charitable intent of this noble woman, wonderful progress has been made in the erection of the Academy of Arts and Sciences, in filling its halls with works of value, and in making it what its founder designed it to be, a school for the development of a higher education in art.

This academy, which is the only one of the sort in Georgia, is under the direction of Mr. Carl N. Brandt, an artist of considerable reputation.[2]

[1] See the fourteenth item in the will of Miss Mary Telfair, who died in June, 1875.

[2] A description of the academy, and an account of the work which has been performed by Mr. Brandt in bringing the institution to its present state of usefulness, is given in Harper's Monthly Magazine for January, 1888.

CHAPTER VII.

MEDICAL INSTITUTIONS.

THE MEDICAL COLLEGE OF GEORGIA.[1]

This institution is the oldest of its kind in the State, having been in active operation ever since 1829. The act establishing and incorporating the "Medical Academy of Georgia" was approved December 20, 1828.[2] By that act a board of twenty-four trustees was appointed for the government of the academy, to whom, under certain conditions, the authority was given to confer the degree of bachelor of medicine upon its graduates.

Prominent among the members of this board was Dr. Milton Antony, who was the soul and spirit of the movement to which the academy owed its origin, and who has rightly been designated as its founder. As early as the year 1827 Doctor Antony proposed the establishment of a medical school in the city of Augusta. "Such an institution presented itself to his mind as desirable and all-important. The scheme, although deemed by many impracticable, seemed to him simple and feasible. His indomitable spirit prompted him to leave no efforts untried in the accomplishment of his favorite design; while his sanguine heart never dreamed of defeat. He was devotedly attached to his profession, in which he ever held distinguished rank. * * * His desire was to assist in the perfection of his favorite science; and, in the accomplishment of his ends, he regarded nothing more important than the proper and thorough education of its young disciples."[3]

The first meeting of the board of trustees of the Medical Academy was held March 2, 1829, and on May 17 of the following year, the name of

[1] See Georgia Gazetteer for 1837, pp. 196–7.
Georgia Illustrated, etc., by William C. Richards, Penfield, Ga., 1842. Pp. 41–4.
White's Statistics of Georgia. Pp. 81–2.
Lewis's Report on Public Education, etc., Milledgeville, Ga., 1860. Pp. 115, 137.
Sixth Annual Report of the State Board of Health of Illinois, Appendix A: Conspectus of the Medical Colleges of America, pp. 18–19, Springfield, Ill., 1884.
Henderson's Commonwealth of Georgia, etc. Atlanta, Ga., 1885. Page 282.
Catalogue for 1886–87.

[2] Dawson's Compilations, pp. 196–7.

[3] *Georgia Illustrated*, pp. 41–2.

MEDICAL COLLEGE OF GEORGIA

the institution having in the meanwhile been changed,[1] it was regularly organized as the board of trustees of the Medical Institute of Georgia.

From the Legislature of 1833 the institute received a donation of ten thousand dollars,[2] and from the City Council of Augusta five thousand dollars more, by guaranteeing medicines and medical services to the city hospital for ten years. With the fifteen thousand dollars thus obtained, the trustees erected "their beautiful Grecian-Doric structure which," wrote one of the professors[3] in 1842, "while exteriorly adding to the beauty of the city, is, in its interior arrangements, unequalled, for the purposes of a medical college, by any edifice in our country."[4]

With the exception of twenty-five thousand dollars which the Legislature afterward gave the Medical College, the moneys above referred to constitute the only pecuniary aid from without, so far as the writer can learn, which this institution has ever received. Hence it may be said to have been, almost from its inception, self-supporting. Certain it is, that upon the seven thousand dollars individually contributed by Doctors Antony, Ford, Hoxey, Crawford, Banks, Jones, and Garvin, of the board of trustees in 1829, the school prior to the receipt of those funds mainly subsisted.

The act by which the State, in 1833, appropriated ten thousand dollars "for the use and benefit of the institute," contained a provision changing its name[5] to that which it has ever since retained, viz, *The Medical College of Georgia.* The college was organized with Doctors Antony, Ford, J. A. Eve, Paul F. Eve, John Dent, and L. A. Dugas in its respective chairs. Early in the spring of 1834 the faculty raised upon its own responsibility the sum of ten thousand dollars, and dispatched to Europe one of the professors, to purchase an anatomical museum, chemical apparatus, a surgical cabinet, etc., for the use of the college.

A second application for pecuniary aid was made by the trustees in 1835, which was so far successful that the State generously turned over to the college all her interest in the premium resulting from the sale of the increased stock of the Bank of Augusta. This was valued at the sum of twenty-five thousand dollars. Thus assisted, the faculty liquidated every outstanding debt, and preserved a fund for contingent expenses.

"In the session of 1833–34 the class in attendance amounted to thirty, and at the second commencement the degree of M. D. was con-

[1] Section 1 of an act to alter the name of the Medical Academy of Georgia and to extend the corporate powers of the same, passed December 19, 1829, declares that from and after the passage of this act the Medical Academy of Georgia shall be entitled and known as "The Medical Institute of the State of Georgia." (See Dawson's Compilations, p. 197.)

[2] Lewis's Report, p. 115. Also Prince's Digest, p. 681.

[3] Dr. Paul F. Eve, afterward of Nashville, Tenn.

[4] The building, which stands upon a lot adjoining that occupied by the Richmond Academy and which was generously ceded by the trustees of the academy for the use of the college, was completed in the spring of 1834.

[5] See Section 5 of *act of December* 20, 1833 (Prince's Digest, p. 681).

ferred upon fifteen approved candidates. In the class of 1834–35 were thirty-seven students and fifteen graduates. In 1835–36, from extraordinary circumstances, the number of students was but thirty-one, with eight graduates. In the following winter the attendance was increased to forty-four, while fifteen graduates received the degree of M. D.

"The class of 1837–38 numbered forty-one, and thirteen were graduated. During the session of the following year the number of students amounted to sixty, with twelve graduates.

"The college was now fairly established among the many similar and rival institutions of the country; and with but twelve graduates out of a class of sixty, there was every prospect of a large increase for the next session. But, alas! disappointment came from a quarter least of all expected. A fatal epidemic visited the city, for the first time, and all hope and enterprise sank under its withering influence. Among the victims of the terrible disease the institution had to mourn the death of its beloved and distinguished founder. Dr. Milton Antony fell a martyr to the cause of humanity and his professional zeal, on the 19th of September, 1839.[1] When the period arrived for commencing the session of 1839–40, but two professors were able to discharge their duties. In consequence it was found necessary to postpone the course of lectures two weeks, and even then the exercises began with but four professors. Notwithstanding these disadvantages, the institution nobly sustained itself. The class that year numbered fifty-four students, and in the spring following eighteen were graduated."[2]

The session of 1841–42 noted an increase of nineteen over the attendance of the preceding year. The number of graduates from the institution has multiplied proportionately with the students annually enrolled, until now[3] it has one thousand six hundred and fifty-three alumni.

ADMINISTRATION OF DR. PAUL F. EVE.

Dr. Paul F. Eve became dean of the Medical College about the year 1842, being the successor to Doctor Garvin, the first incumbent. Under his wise rule the college passed through its most successful period. Never since has it enjoyed that high degree of prosperity to which it then attained. Indeed, Doctor Eve's administration is admiringly referred to as exhibiting, and as being inseparably associated with, the college in its prime.

Since Doctor Eve, six or seven persons have held the position of dean

[1] Doctor Antony is buried in the college yard, and a slab designates his resting-place. A fine portrait of him hangs in the library-room.

[2] Georgia Illustrated, p. 43.

[3] Taken from the University of Georgia catalogue for 1886–87. The 1885–86 register of medical students showed an attendance of one hundred and three, and a graduation list of thirty-eight. During the session of 1887–88 forty-seven M. D. degrees were conferred.

of the faculty, the present incumbent being Dr. Edward Geddings, who entered upon the discharge of his duties in 1883.

The exercises of the college progressed without interruption until 1863, when, in consequence of the distractions of the Civil War, a suspension occurred which lasted until February 24, 1866. With this exception the sessions of the college since its inception have been continuous.

A DEPARTMENT OF THE UNIVERSITY OF GEORGIA.

In 1873 the Medical College became a department of the University of Georgia, and since that time the chancellor has attended its commencements, and in the name of the University has conferred the degrees.

This direct association with the University of Georgia, and this change in the auspices under which the degrees are conferred, was suggested and favorably considered as long ago as 1856.[1]

The college building is commodious, well located, and provided with every appliance requisite for the facile study of medicine, chemistry, pathology, surgery, etc.

Here will be found the finest chemical and physical laboratory in the State outside of the University at Athens.

It has also a library of five thousand volumes, a convenient dissecting hall,[2] and a valuable anatomical museum. The latter, occupying an entire third of the second story, contains many pathological specimens (tumors, fœtuses, fœtal abnormalities, etc.), the accumulations of years, and the most admirable selections of preparations showing the different stages of the eruptive fevers, contagious diseases, phlegmons, etc., in the South.

The City Hospital, located on the college grounds, and the Freedman's Hospital, situated at no great distance, both under the immediate control and support of the faculty, offer excellent facilities for clinical instruction. The peculiar advantages of Augusta as a great railroad and manufacturing centre, embracing many thousand operatives and their families, enable the Medical College to draw large numbers of interesting cases to its polyclinic for treatment in the presence of the students, who often take charge of the cases and treat them under the direction of the clinical instructor. These clinics are held daily at the college or hospital.

COURSES OF STUDY.

The lectures in the Medical College of Georgia embrace anatomy, physiology, chemistry, materia medica and therapeutics, theory and practice of medicine, pathology, surgery, obstetrics and gynæcology,

[1] Lewis's Report, p. 137.

[2] "Ample material and every facility for dissecting are offered in a hall well adapted to the *purpose," says the 1886–87* catalogue, p. 6.

medical jurisprudence, ophthalmology, otology, and pharmacy. There are eight professors representing the several branches. Prominent among them is Dr. Henry F. Campbell, who has charge of the departments of surgery and gynæcology. Beside his noteworthiness as a gynæcologist, Doctor Campbell is also a man of national reputation, having recently filled the presidency of the Medical Association of America.[1] With these professors two demonstrators and four clinical assistants are associated.

A candidate for the degree of doctor of medicine must have attended two full courses of lectures in this or some other college in good standing, and pass a satisfactory examination on all branches taught in the institution.[2] In addition to the regular course of two sessions,[3] the faculty offers and strongly recommends to the student a graded course of three terms. In this course the student is examined on anatomy, physiology, and chemistry at the expiration of the first term, and on such of the remaining branches as he may elect at the end of the second, completing his examination and graduating at the end of the third.

As has been already seen, the Medical College is one of the participants in the Charles McDonald Brown Scholarship Fund. Another assistance which the institution affords to poor students operates through its beneficiary system. In compliance with its charter, two students from each Congressional district of Georgia are admitted to the enjoyment of its privileges gratuitously. All applicants, on their part, are required to state on honor that they are unable, alone or with the aid of friends, to pay their tuition fees. They are also required to furnish the customary certificate from their county as to moral character and fitness.

THE SAVANNAH MEDICAL COLLEGE.[4]

This institution belongs now to the past. While its corporate existence relates back to a period almost contemporaneous with the foundation of the Medical College of Georgia, its career of usefulness did not, in duration, transcend a quarter of a century.

A charter to establish and incorporate a medical college in the city of Savannah was granted in 1838;[5] but no active measures were taken to erect a building until 1852, when J. Gordon Howard, M. D., took the initiatory steps to that end, and Drs. P. M. Kollock, R. D. Arnold, W. G. Bulloch, C. W. West, H. L. Byrd, E. H. Martin, J. Gordon Howard,

[1] Doctor Campbell is a graduate of the college, having received his diploma in 1842; and we find him two years later a member of its faculty, and serving in the capacity of demonstrator. He was at the time hardly twenty years old.

[2] See Code of Georgia, 1882, p. 255.

[3] The college session commences on the first Monday in November, and terminates on the first of March following.

[4] Historical Record of the City of Savannah. Savannah, Ga., 1869. Pp. 164–6.

Savannah Medical College: Circular and Catalogue of the Trustees, Faculty, and *Students; Announcements* of Lectures, Session 1857–58, etc.

[5] *See act of December* 31, 1838 (Acts of 1838, pp. 156–7).

and J. B. Read petitioned the trustees to organize them into a faculty. They pledged themselves to erect a suitable structure, and to provide all apparatus necessary for medical instruction and illustration.

Owing to the opposition of a number of medical gentlemen, the desired privileges were withheld. Nothing daunted, however, the above-named physicians associated themselves together as a corporation under the name of the Savannah Medical Institute, and erected a college building, the corner-stone of which was laid by Dr. R. D. Arnold in January, 1853. In the following November the first course of lectures was delivered. During the session of 1856–57 there were twenty-seven students in attendance upon the Savannah Medical College, as the institution was then called, nine of whom received diplomas at its close.

At that time the faculty, inclusive of a demonstrator of anatomy, numbered eight professors. Prominent among the instructors and lecturers were Dr. Richard D. Arnold, professor of theory and practice of medicine,[1] and Dr. Joseph Jones, now of New Orleans, who had charge of the department of medical chemistry. The former, as has been seen, was intimately connected with the organization of the college. The latter, Doctor Jones, through his writings and discoveries, is well known to the scientific world, and is distinguished as a chemist, an original investigator, and a physician.

The exercises of the Savannah Medical College were interrupted by the War. The suspension thus occasioned continued until 1866. In that year the college was reopened, and its operations were conducted as well as the impoverished condition of its resources[2] would allow. But after struggling on for a period of some fourteen years, the doors of the institution were permanently closed to students about 1880.

THE GEORGIA COLLEGE OF ECLECTIC MEDICINE AND SURGERY.[3]

There are three medical colleges located at Atlanta. The first of them which we will consider is the Georgia College of Eclectic Medicine and Surgery. This institution was chartered by an act passed by the General Assembly of the State of Georgia in 1839. It was at first located at Forsyth, Monroe County, and was known as the Southern Botanico-Medical College.[4] In 1846 it was removed to Macon, and

[1] Doctor Arnold remained in this chair, reflecting honor on himself and the college of which he was one of the chief ornaments, until his death, which occurred about 1872.

[2] After the capture of Savannah, in 1864, the college building was used as a United States hospital, and from it the Federal troops carried off the fine apparatus, the valuable collections of minerals, the engravings and paintings for illustration, the anatomical preparations, and the pathological specimens which belonged to it.

[3] Sixth Annual Report of the State Board of Health of Illinois. Appendix A: Conspectus of the Medical Colleges of America, pp. 19–21.

[4] The preamble of the act incorporating this college, approved December 11, 1839 (Laws of 1839, pp. 134–6), recites that "*Whereas* the friends of the Botanic (commonly called the Thomsonian) System of Medical Practice in the Southern States are desirous of establishing a medical college at the town of Forsyth, Monroe County, in which *the doctrines they advocate* may be scientifically taught, together with the

its name was changed[1] to the Reform Medical College of Georgia. At Macon, previous to the war between the States, the career of the college was successful, graduating hundreds of physicians. Later,[2] the title of the institution was altered to College of American Medicine and Surgery.[3] In pursuance of the provisions of an act of the Legislature, in 1880 the college was transferred to Atlanta; and in 1884 the College of American Medicine and Surgery, and the Georgia Eclectic Medical College,[4] which was partly conducted by professors who had been connected with the College of American Medicine and Surgery in Macon, were united under the original charter. The name of the institution was once more changed by the General Assembly of Georgia to the Georgia College of Eclectic Medicine and Surgery. This name it still retains.

The course consists of didactic and clinical lectures, practical demonstrations—anatomical and chemical—and recitations, coupled with the presentation and defence of theses by the students. The subjects embraced in the lectures are anatomy, physiology and hygiene, principles and practice of medicine, obstetrics and diseases of women and children, chemistry and toxicology, surgery, materia medica and therapeutics, pathology and medical jurisprudence, and clinical surgery and urine analysis. A two years' study of these branches is required before the students are allowed to graduate. In this respect the institution corresponds with the medical college at Augusta. The faculty of this college likewise recommends a three years' graded course after the usual studies have been completed.

The college building offers comfortable accommodation to three hundred students; and, beside containing a general lecture-room, a chemical lecture-room, and a laboratory where general pharmacy and a course of toxicology are united with chemistry, is said to have a good museum of pathological and other specimens, and a fairly complete physico-chemical apparatus.

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usual branches taught in other medical institutions; and *whereas* the friends of such a college have already subscribed liberally, in money and property, in aid of said object: *Be it therefore enacted,*" etc.

[1] This was done in 1854. The college had then been for thirteen years in active operation, having graduated its first class in 1841. In 1852 the State Legislature appropriated five thousand dollars to enable the board of trustees to erect a building, procure apparatus, etc., for the college. (White's Historical Collections of Georgia, p. 269.)

[2] Viz, in 1874. Classes had been graduated every year until 1861. Operations were suspended during the Civil War, but were resumed in 1867. Students were graduated in 1868, and in each subsequent year until 1874, when the college changed its name.

[3] The first class graduated under this name was in 1874. There were no graduating classes in 1877, 78, 79, 80, or 81. During the session of 1882–83 there was a class of twenty-four matriculates, of whom fourteen were graduated at the close of the session.

[4] This institution, organized in 1877, graduated its first class the same year, and *classes in each subsequent* year until the date of its coalition with the College of *American Medicine* and Surgery.

This institution has until recently been a mixed college, women having been admitted to an attendance upon the winter course. Of the graduates during the session of 1886–87, twenty three in number, three were females. This plan, however, not having met with the success anticipated, the board and faculty have determined to provide a spring course specially for women, equal in every respect to that arranged for male students. The faculty consists of eleven professors and one demonstrator, and A. G. Thomas, M. D., LL. D., is its president.

ATLANTA MEDICAL COLLEGE.

This college is said to be the oldest institution of learning in the city of Atlanta, having been organized in 1854. With the exception of the war period, it has been in active operation ever since. Its graduates number more than one thousand, fifty-four having received the degree of M. D. at the last annual commencement, March 1, 1888.

The faculty is composed of thirteen instructors, including a demonstrator in anatomy and an assistant to the chair of eye, ear, and throat diseases. Prof. H. V. M. Miller, M. D., LL. D., is its dean. Prominent among the professors is Dr. A. W. Calhoun, of Atlanta, who has charge of the department of the diseases of the eye, ear, and throat. With this branch of medical science Doctor Calhoun is thoroughly conversant, and as a successful and skilful operator his reputation is established beyond the borders of his own State.

SOUTHERN MEDICAL COLLEGE.

This institution dates from 1879, and is the most recently established of the medical colleges in Georgia. It is located in Atlanta. The number of its students has steadily increased since its opening. In 1881–82 one hundred and twenty-six were in attendance, of whom thirty-seven received diplomas at the end of the session. There are about three hundred graduates of this college. The last degrees conferred were in March of the present year (1888.) The faculty is composed of eight regular instructors and three auxiliary professors and special lecturers. William Perrin Nicolson, M. D., is the dean.

CHAPTER VIII.

CHARITABLE INSTITUTIONS.

AUGUSTA ORPHAN ASYLUM.[1]

We have seen under what circumstances and with what intents the Bethesda Orphan House was established at Savannah. Similar motives prompted the erection of an orphan asylum at Augusta. In furtherance of a desire, entertained by certain benevolent persons, to provide a home for orphans in that city, the Legislature of the State of Georgia, by an act approved January 22, 1852, incorporated "Thomas W. Miller, Henry H. Cumming, Edward F. Campbell, John Milledge, Artemas Gould, Lewis D. Ford, and John R. Dow, and all others who may associate with them and their successors," a body politic and corporate, by the name and style of "The Augusta Orphan Asylum," and authorized the City Council "to make a donation of lots of land in said city, money, or the bonds of said city, to such amount as they might deem proper, to the Augusta Orphan Asylum, to be used for the purposes of the said association."[2]

PROVISIONS FOR ITS SUPPORT.

Some time elapsed before the society was prepared to undertake the care of orphans. Meanwhile, earnest effort was made, chiefly by Mr. Thomas W. Miller, to raise money by means of individual subscriptions.

In May, 1854, the first board of managers, composed of Artemas Gould, president; Thomas W. Miller, Lewis D. Ford, James Gardner, R. H. Gardner, Dr. James Mackie, and John R. Dow, adopted a constitution and by-laws.

Early in 1855 a house was rented and placed in charge of a matron, and four orphans were admitted to the privileges of the asylum. At the same time, steps were taken looking to the erection of an orphan house upon a lot appropriated by the City Council for that purpose. This, however, became unnecessary, in consequence of a liberal bequest made to the society in the will of Isaac S. Tuttle, Esq., who died on December 12, 1855, leaving the house formerly occupied by him on Walker

[1] *Augusta* Orphan Asylum: Annual Reports from 1869 to 1877, and Reports of its *Thirty-fourth Annual Meeting*, April 20, 1887, and Thirty-fifth, April 18, 1888.

[2] *Sections two and three* of act. (Laws of Georgia, 1851–52, p. 437.)

AUGUSTA ORPHAN ASYLUM.

Street, and other property, amounting in all to fifty thousand dollars, for the use of the association. This gift, added to the income from two hundred shares of Georgia Railroad stock, previously donated to the asylum by the City Council, provided amply for the institution in its infancy. The "Tuttle house" was at once fitted up for an orphans' home, and, with subsequent additions, was occupied as such about seventeen years.

DONATION OF GEORGE M. NEWTON.

The death of Dr. George M. Newton in January, 1859, brought to the asylum property valued at two hundred thousand dollars. This large increment to its resources opened to the society a field of usefulness wholly beyond the expectations of its founders and early friends. An amendment to its charter was obtained from the Legislature, December 9, 1859, allowing the board of managers, at their discretion, to receive children who were not orphans, and from any county in the State, and prescribing severe penalties for leaving children at the asylum without the consent of the proper officers.[1]

The income of the society, under the careful management of its first president, Mr. Gould, so far exceeded its necessary expenditures that at the time of his resignation of the trust, in April, 1870, the par value of its capital was $347,071.

Soon after the death of Mr. Tuttle, the board of managers adopted resolutions looking to the building at some future time, on the "Tuttle lot," on Walker Street, of an orphan house large enough to accommodate sixty children, with the necessary officers. The War and other causes prevented the accomplishment of this purpose for a number of years; and when in 1869 the society was preparing to build, its condition and prospects called for a larger structure than was formerly contemplated, and a more desirable location.

The subject of removal was carefully weighed in all its bearings, and an eligible site was finally agreed upon, viz, an ample lot fronting the Georgia Railroad, between Harper and Boundary Streets, near the western boundary of the city. For this wise choice the society is largely indebted to the influence of Dr. Lewis D. Ford, the second president of the association.

THE NEW ORPHAN HOUSE.

The present orphan house was begun in December, 1870, and completed sufficiently for occupation in December, 1873.[2] It is a handsome and imposing structure, capable of accommodating one hundred and twenty-five children, having every provision for their care and comfort, and containing apartments for officers and employés. The cost of the building and grounds was about one hundred and seventy-four thousand dollars.

[1] An act in addition to the act for incorporating the "Augusta Orphan Asylum," and for punishing certain offences touching the same. (Laws of Georgia, 1859, pp. 122–3.)

[2] *A portion of the interior is still unfinished.*

This asylum is now in charge of a matron and two teachers, who together constitute its faculty of instruction. According to the president's report, as submitted April 20, 1887, there were one hundred and twenty-four children in the house on January 1 of that year, sixty-two of whom were boys and sixty-two girls, while in April of the following year we find one hundred and eight children in the asylum, fifty-seven being boys and fifty-one girls.[1]

Viewed as a whole, the Augusta Orphan Asylum represents, perhaps, the best type of its class in the South. It is certainly one of the most extensive, well-ordered, and successfully conducted institutions of its kind.

SAVANNAH FEMALE ASYLUM.[2]

Although the Female Asylum at Savannah is not so extensive as the Orphan Asylum at Augusta, it is much older. It had a common origin with the Union Society[3] which was founded in 1750, and its object was to arrange for the care and education of orphan and destitute children. These, without distinction of sex, enjoyed the benefits of its charitable appropriations until the 17th of December, 1801, when, for the greater advantage of both classes of children, the Rev. Henry Holcombe, then resident pastor of the Baptist Church of Savannah, suggested to several ladies of piety and benevolence the propriety of a separation of the sexes. The suggestion was approved, and was promptly acted upon by the parties interested in the charitable scheme.[4]

The female asylum, in 1801, commenced an independent existence, under a board of directors composed of fourteen ladies. In 1810 the Legislature of Georgia granted an act of incorporation, founded on a system of rules for the better government of the institution.[5]

Past experience demonstrated the necessity for a larger building and a more suitable location than the one occupied in the eastern part of the city, but the limited funds of the society, at the time, prevented the desired change. In 1838 Mrs. M. Marshall and Mrs. M. Richardsone

[1] The eligibility of children for admission to the privileges of the asylum depends upon their being orphans between the ages of three and ten. Unusual applications are submitted for the special determination of the board. (See Third By-Law.)

[2] Jesse H. Campbell's Georgia Baptists. Richmond, 1847. Page 33.
Historical Record of the City of Savannah. Savannah, 1869. Pp. 167–8.
Henderson's Commonwealth of Georgia, pp. 295–6.

[3] The plan of this society was projected by some three or four persons of as many different religious persuasions, and it was called "Union" to designate the amalgamation of all creeds. The object of the society has ever been the maintenance and education of distressed orphan boys. (Anniversary Address by Thomas U. P. Charlton, April 23, 1823. Union Society Records, 1750–1858.) We are further told by Mr. Charlton that since the Revolutionary War one hundred and twenty-nine children have been supported and educated by the bounty of the society.

[4] "The 'Savannah Female Asylum' (a society for supporting and educating helpless *female orphans) was formed*," we are told, "in his (Mr. Holcombe's) parlor, under a *constitution and by-laws* drawn up by himself." (Campbell's Georgia Baptists, p. 33.)

[5] *Act of December 15, 1810.* (Cuthbert's Digest, pp. 193–5.)

volunteered to assist the endeavors of the board of managers to increase, by a public collection, the available means of the society in the accomplishment of so laudable an object. Their combined efforts happily proved successful, and the erection of a substantial and commodious edifice on the corner of Bull and Charlton Streets was the result.[1]

The Savannah Female Asylum has been maintained by annual subscriptions, and has received many valuable bequests. Writing of it in 1847, Mr. Campbell says, that from its formation up to that time it had been the favorite of all denominations; and that individuals as well as bodies, in both the civil and religious departments of the community, had vied with each other in supporting it.[2]

The affairs of the institution are managed by a board of directors who meet once a month, and a visiting committee is appointed to purchase the necessary food and raiment. The charity is conducted by a matron, a second matron, and a cook. A teacher also instructs and resides in the asylum. The number of orphans in the asylum in 1885[3] was fifty-six. Children are admitted at the age of three years, and are bound to the asylum "as apprentices indented to a master, to learn any trade, profession, or calling," until they reach the age of eighteen years.[4]

OTHER ORPHAN ASYLUMS.[5]

ORPHANS' HOME OF THE SOUTH GEORGIA CONFERENCE.—There are two other asylums in the State, which have been erected for the care and education of orphans. One is the Orphans' Home of the South Georgia Conference of the Methodist Episcopal Church South, and is located in Bibb County, near Macon. It was founded by Mr. Maxwell, of that city, as his private benevolent enterprise in 1857, and so continued until 1873, when it passed into the hands of the above specified conference, by the voluntary contributions of whose members it is now supported. The superintendent of the asylum in 1885 was the Rev. L. B. Payne. Five hundred and forty-eight orphans had up to that time been received, and of this number five hundred and ten had been cared for since the asylum became the property of the conference. The Home has ninety acres of land, and the property is worth about eight thousand dollars. The children are taught in the elementary branches, are instructed in farm and household work, and are retained until good homes can be secured for them.

ORPHANS' HOME OF THE NORTH GEORGIA CONFERENCE.—The other asylum to which we have alluded is the Orphans' Home of the North Georgia Conference. It was established by that Conference of

[1] Historical Record, etc., p. 168.
[2] Georgia Baptists, p. 33.
[3] Henderson's Commonwealth of Georgia, p. 295.
[4] Acts of 1851-52, pp. 357-8.
[5] Janes's Hand-Book of Georgia, pp. 194-5.
Butler's History of Macon, p. 303.
Henderson's Commonwealth of Georgia, pp. 294-5.

the Methodist Episcopal Church South in 1867. The venerable Jesse Boring, M. D., D. D., originated the plan, and it was founded mainly through his efforts. This home is located near Decatur, De Kalb County. It owns a comfortable house of eight rooms, and a farm of three hundred acres, which is partly under cultivation. The institution has no endowment, but is entirely dependent upon voluntary contributions from the people. About sixty otherwise homeless children are here well cared for, properly trained in mind and morals, and fitted to fill honest and honorable vocations in life. Rev. A. J. Gibson, superintendent and agent in 1885, was assisted by his wife. They resided at the home.

GEORGIA INSTITUTION FOR THE DEAF AND DUMB.[1]

At the session of the Legislature in 1833, Mr. John L. Flournoy presented a memorial praying for the establishment of an institution for the education of deaf-mutes. It was referred to the Governor with a request that he obtain full information, and report to the next meeting of the General Assembly. At the next session, in November, 1834, His Excellency Hon. Wilson Lumpkin laid all the information he had acquired before the Legislature, expressing himself as particularly indebted to Governor Foot, of Connecticut, and Lewis Weld, the principal of the Deaf and Dumb Academy at Hartford. In consequence of this correspondence Mr. Weld came to Georgia with a class of deaf-mutes, and exhibited their educational attainments before the members of the Legislature. The result was, the General Assembly appropriated three thousand dollars for the education of the "indigent deaf and dumb of the State, between the ages of twelve and twenty," at the asylum at Hartford.[2] This experiment, as will be seen, proved unsatisfactory, on account of the great distance and the unwillingness of subjects to go so far from home, and among strangers.

In March, 1835, Rev. Elijah Sinclair was appointed by Governor Lumpkin State commissioner to ascertain who were the indigent deaf and dumb children of the State; to collect and convey them to Hartford; and to have them supported and educated there at the expense of the State. He was faithful and zealous in the execution of the trust. He was re-appointed to the same work by two of the successors of Governor Lumpkin, and was complimented by the Legislature for his efficiency and integrity. He travelled extensively over the State search-

[1] White's Statistics of Georgia, p. 85.
White's Historical Collections of Georgia, p. 455.
Janes's Hand-Book of Georgia, pp. 192–3.
Code of Georgia, 1882, pp. 257–9.
Henderson's Commonwealth of Georgia, pp. 293–4.
Twenty-fourth and Twenty-fifth Reports of the Board of Trustees and Officers of *the Georgia Institution* for the Education of the Deaf and Dumb, published respectively *in 1886 and 1888.*

[2] *Laws of 1835, pp.* 330–32.

ing for deaf-mutes, but succeeded in sending only six to Hartford. In 1836 he found sixteen in the State who came within the provisions of the law, but only three could be induced to go.

In 1842 and 1843 Cedar Valley Academy made successful experiments in teaching deaf-mutes; and in December, 1845, the Legislature required all the State beneficiaries to be withdrawn from Hartford and educated in Georgia.[1] The Rev. Jesse H. Campbell, then State commissioner, arranged with the Hearn Manual Labor School at Cave Spring, Floyd County, to make the education of deaf-mutes a department of that institution. Mr. O. P. Fannin, then associate instructor in that school, was sent to Hartford, in order to acquire the methods of teaching. He returned with the Georgia pupils and entered them in the deaf-mute department of the Hearn School, which was opened with four scholars in a log cabin May 15, 1846.

PROVISION OF THE LEGISLATURE.

In 1847 the Legislature provided the means for erecting a suitable building.[2] Cave Spring was the site chosen, and the building was finished in June, 1849, and occupied on the first of the following July. From that time until March, 1862, there was no break in the operations of the school; but the turbulence of the times and the enlistment of two of the teachers in the army decided the trustees then to suspend its exercises. It was reopened, however, in February, 1867, the Legislature having made an appropriation for that purpose during the preceding year. Ever since it has been in active existence.

TERMS OF ADMISSION.

In 1876, pursuant to a recommendation made by the board of trustees[3] in their report to the Governor for 1875, the General Assembly authorized and provided for the erection of a suitable building for the admission of negro pupils, and since its completion the colored deaf-mutes have enjoyed equal facilities for instruction with the whites, under the immediate care of teachers of their own race. All deaf-

[1] Janes's Hand-Book of Georgia, p. 192.

[2] See an act to provide for the establishment and location of an asylum for the deaf and dumb, to raise a board of commissioners for the same, and to define the rules under which persons may receive its benefits, and for other purposes. Approved December 16, 1847. (Laws of Georgia for 1847, pp. 94–6.) The eighth section declares that indigent deaf and dumb persons, resident anywhere within the State, shall be received into the asylum and school, and maintained and educated gratuitously, so far as the funds of the institution will permit: *Provided*, That no person under ten nor more than thirty years old shall be admitted, and that no beneficiary shall be allowed to remain more than four years.

[3] See act to provide a form of government for the Georgia Institution of the Deaf and Dumb, and for other purposes. (Laws of 1877, p. 32.) The number of trustees was fixed at seven.

mutes of the State who are over ten and under twenty-seven years of age, mentally and physically unimpaired and free from any immoral habit or contagious disease, are entitled to all the benefits of the academy, free of charge, for the term of seven years; and an additional term is also allowed to "such pupils as have exhibited a commendable energy and a mental capacity to be benefited; the conferring of this privilege being conditional upon good behavior and diligent application."[1] Deaf-mutes from other States are admitted upon payment of one hundred and seventy-five dollars each per school term of ten months.

The annual State appropriations for the support of the institution have averaged about fifteen thousand dollars.[2] The estimated value of the property in 1876 was twenty-five thousand dollars, and there were then almost one thousand volumes in the library.[3]

In 1886 the number receiving instruction was ninety-one, sixty-one of whom were whites and thirty colored. There were four instructors in the white and two in the colored department, and Prof. W. O. Connor was principal. During the present year (1888), there has been an attendance of eighty-six deaf-mutes, fifty-seven being white and twenty-nine colored.

GEORGIA ACADEMY FOR THE BLIND.[4]

This institution was incorporated by an act of the Legislature of Georgia assented to January 4, 1852. It originated in a movement made by the citizens of Macon, at a meeting held for this purpose on the 18th of April, 1851.[5]

In January of that year Mr. W. S. Fortescue had arrived in Macon from Philadelphia, with letters of recommendation as a suitable person to introduce into Georgia a system for the education of the blind, and it was at the convocation just referred to that the first publication on the subject occurred. The result of the meeting was the appointment by the chair of five persons to solicit subscriptions, with a view to enabling Mr. Fortescue to educate four blind children until the convening

[1] Section 1235 of Georgia Code of 1882.

[2] The last sum, nine thousand dollars, was donated by the Legislature at the fall session of 1887.

[3] Janes's Hand-Book of Georgia, p. 193.

[4] *Ibid.*, pp. 191–2.

Butler's History of Macon, pp. 306–8.

Code of Georgia, 1882 Revision, pp. 256–7.

Henderson's Commonwealth of Georgia, pp. 292–3.

Thirty-Fifth Annual Report of the Trustees of the Georgia Academy for the Blind, Macon, Ga., to the Governor of Georgia (1886). Also Thirty-Sixth and Thirty-Seventh Annual Reports (1887 and 1888).

Origin and History of the Georgia Academy for the Blind, with documents from the beginning, 1851 to 1887. Macon, Ga., 1887.

[5] *Butler's History of* Macon, p. 306.

of the next Legislature. The committee selected were, W. S. Fortescue, Dr. J. M. Green, R. A. Smith, R. S. Lightfoot, and Edwin Graves. A number of ladies and gentlemen subscribed liberally on the first call. On the 4th of July the subscribers met, and Doctor Green, chairman of the committee, read his report, which showed that six hundred and fifty dollars had been promised. It also stated that application had been made for a copy of the Bible in raised characters; that a piano had been purchased and an apparatus engaged; that the General Assembly would be petitioned for aid; and that the statistics showed that there were two hundred and twenty blind children in the State without the rudiments of education. The report was adopted.

The committee then submitted a preamble and articles organizing the Georgia Academy for the Blind, to be located in Macon. This was followed by the election of seven trustees as follows: J. M. Green, N. C. Munroe, E. B. Weed, John B. Lamar, R. A. Smith, Edwin Graves, and A. H. Chappell. Before the adjournment of the meeting, one hundred and fifty-two more dollars were subscribed.

The school was opened in July, 1851. Mr. W. S. Fortescue was the first principal, and Miss Hannah Guillan the female teacher. It was sustained by charitable donations of citizens until the session of the Legislature in the ensuing January, when it received a charter. The act required the trustees to "select indigent blind persons from different counties of the State, between the ages of twelve and thirty, and maintain and educate them gratuitously," and appropriated five thousand dollars per annum for the years 1852 and 1853, to aid in supporting the institution.[1]

On January 22, 1852, Mr. Munroe resigned the presidency of the board, of which he was the first chairman, and was succeeded by Doctor Green, who continued in office for nearly thirty years. In July of the next year, the board presented their first Annual Report. In it the president stated:

THE PRESIDENT'S REPORT.

"The class of pupils was ten, three boys and seven girls, and had made astonishing progress in arithmetic, geography, and other departments of knowledge. Some of the female pupils made an equally remarkable progress in crochet work, sewing, and other varieties in useful and ornamental needlework."

Shortly after, Governor Howell Cobb, in an eloquent lecture before the Milledgeville Lyceum, proposed that "one-third of the large revenue of the State Road should be devoted to the maintenance of the three great objects of the State charity,—the Lunatic Asylum (at Milledgeville, opened in 1842), the Deaf and Dumb Institute, and the School for the Blind;"[2] but the suggestion was never adopted.

[1] Acts of 1851-52, *pp.* 4-6. [2] Butler's History of Macon, p. 307.

APPROPRIATIONS BY THE LEGISLATURE.

The necessities of the academy having greatly increased, application was made in 1855 for an appropriation of twenty thousand dollars to erect suitable buildings. This was granted in 1856. Half that amount had been obtained from the Legislature for the same purpose in 1854.[1] Upon investigation, however, it was found that the sum was inadequate to the expense of the undertaking. Further appropriations were afterward made, and the academy was finished and occupied by pupils in 1859. Its cost was about sixty-five thousand dollars. The ceremony of laying the corner-stone of the academy, located on a beautiful lot on College Hill, was conducted on July 5, 1852, with imposing effect, in the presence of two thousand spectators. Hon. Thomas Hardeman was chosen the orator on that occasion, in appreciation of his signal efforts in the House of Representatives to secure the requisite increase of appropriation.

During the War the academy building was used for a Confederate hospital. The teachers and pupils moved to Fort Valley, where the school was kept in operation until their return to the academy in 1865. In the meanwhile, the Federal Army had occupied the building, and had destroyed and carried off five thousand dollars' worth of property belonging to the institution. The school was continued by loans until the State was in a condition to resume the payment of its accustomed appropriations.

The first principal of the academy was Mr. Fortescue (already alluded to) in 1852, with Miss Hannah Guillan as assistant, who still retains her position. In 1853 and '54 H. Dutton was in charge; in 1855 and '56, M. Horne; and in 1857 and '58, Rev. W. N. Chaudoin. In August, 1858, the present incumbent, Prof. W. D. Williams was elected principal. Beside Professor Williams and Miss Guillan, who supervises the department of literature, there is an instructor in music.

In 1876, we are told,[2] there were fifty-six pupils in the academy; and that since its opening one hundred and forty-five had been admitted, of whom seventy-five had been discharged as educated in one or more of the departments. Many of them had acquired trades, by which they could earn their support. Pupils were then admitted between the ages of eight and twenty;[3] males over twenty were taken into the workshop to learn trades. The value of the buildings, grounds, and property was at that time seventy-five thousand dollars, and there were about one thousand volumes in the library, including those in embossed print.

[1] Section 12 of act of February 18, 1854. (Laws of Georgia, 1853-54, p. 16.)

[2] Janes's Hand-Book of Georgia, p. 191.

[3] This has been altered. In accordance with Section 1215 of the Georgia Code of 1882, "All indigent, blind persons, residents of this State, between the ages of seven and twenty-five years, shall be selected by the trustees from the different counties of *the State*, received into the academy, and supported and educated gratuitously to the *extent the funds will* permit." And it is further specified that "a beneficiary shall *not remain at the* charge of the institution longer than four years."

DEPARTMENT OF THE COLORED BLIND.

In 1882 a department for the colored blind[1] was opened, and is doing a good work for this class. Of the ninety-one names on the 1885–86 register, twelve belonged to colored pupils. Of the two hundred thousand dollars and more which the State has appropriated, first and last, for grounds and improvements, fourteen thousand were for the benefit of the colored blind.[2]

[1] The establishment of this department was largely due to Hon. L. N. Whittle, who was the first, it is believed, to suggest the advisability of calling the attention of the State Legislature to the colored blind, and requesting an appropriation from them "to purchase or rent necessary buildings and provide for the support and education of such pupils as may offer."

[2] Henderson's Commonwealth of Georgia, p. 293.

CHAPTER IX.

INSTITUTIONS FOR COLORED PEOPLE.

These institutions are all of recent growth, having come into existence since the War. So long as slavery continued, little attempt was made to educate the blacks, except in a religious way.[1] In fact, it was forbidden by statute[2] to teach a slave to read or write.

This inhibition did not, however, deter some masters and mistresses from teaching their domestics to read the Scriptures, and sometimes to use the pen. Field hands, as a class, were almost universally illiterate. Carpenters, wheelwrights, blacksmiths, and mechanics often read and understood something of arithmetic. The instances of slaves being able to read, write, or cipher were, however, very few.

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[1] Religious Instruction of the Negroes in the United States, by Charles C. Jones. Savannah, 1842. Part II, Chapter II.

An Historical Sketch of Slavery from the Earliest Periods, by Thomas R. R. Cobb. Philadelphia and Savannah, 1858. Chapter XVII.

The Education of the Negro—Its Rise, Progress, and Present Status: being an Address delivered before the National Educational Association at its Late Meeting at Chautauqua, N. Y., by Hon. Gustavus J. Orr, LL. D., State School Commissioner of Georgia. Atlanta, Ga., 1880. Pp. 15.

[2] By Section 39 of "An Act for ordering and governing slaves within this Province, and for establishing jurisdiction for the trial of offences committed by such slaves, and other persons therein mentioned, and to prevent the inveigling and carrying away slaves from their masters, owners, or employers," approved May 10, 1770 (Cobb's Digest of Georgia Laws, p. 981), it is declared "that all and every person and persons whatsoever, who shall hereafter teach, or cause any slave or slaves to be taught to write, or read writing, or shall use or employ any slave as a scribe in any manner of writing whatsoever, every such person and persons shall, for every such offence, forfeit the sum of twenty pounds sterling."

Again, in Section 11 of an act approved December 22, 1829 (*Ibid.*, p. 1001), we find this provision: "If any slave, negro, or free person of color, or any white person, shall teach any other slave, negro, or free person of color, to read or write either written or printed characters, the said free person of color or slave shall be punished by fine and whipping, or fine or whipping at the discretion of the court; and if a white person be found so offending, he, she, or they shall be punished with fine, not exceeding five hundred dollars, and imprisonment in the common jail at the discretion of the court before whom the offender is tried."

See also act of March 7, 1755. (Acts passed by the General Assembly of the colony of Georgia from 1755 to 1774—now first printed,—pp. 73–99. Wormsloe, 1881.) It was there provided that the penalty for teaching or causing any slave or slaves to be *taught to write, or for employing* a slave as a scribe, should be fifteen pounds sterling.

A wonderful change occurred upon the termination of the War and the establishment of the public school system. Then the doors were freely opened for the instruction of the blacks in the elementary branches of an English education. They were allowed to participate with the whites in the benefits of the school fund raised by general taxation, and multitudes[1] availed themselves of the privileges thus afforded. Nevertheless, but little progress has been made by the race in what may be termed higher education. In the ordinary common schools of the rural districts the education, as we have previously shown (Chapter III), is of a very primitive sort, being confined to reading, writing, and arithmetic, and a smattering of geography and history. In certain localities, on the other hand, schools have been opened in which the pupils are fairly taught, not only reading, writing, and arithmetic, but also history, geography, mental and moral philosophy, and advanced mathematics, and where colored females are making commendable progress in learning to play upon the melodeon, the parlor organ, and the piano. To a consideration of the characteristics of, and the advantages afforded by, the six prominent institutions in Georgia for the higher education of the colored race, the remaining sections of this paper will be devoted.

ATLANTA UNIVERSITY.[2]

At the close of the War the Freedmen's Bureau, together with various Northern aid societies, began the work of educating the negroes in the South. By far the most prominent among these aid societies was the American Missionary Association. They were not content with primary education, of which the negroes stood most in need, but they turned their attention to the erection of schools for their higher instruction.

From its central and healthful location Atlanta was chosen as the best place for such a school. The efforts made to raise money through the North met with success; and in October, 1867, the board of trustees was organized and the Atlanta University was duly chartered. Funds were obtained from the bureau, and about fifty acres of land were secured in the western part of the city. In June, 1869, the corner-stone of the first building was laid, and in the following October the building was occupied by the school. It was designed for a girls' dormitory, but, during the first year, it furnished accommodations, both school and

[1] From the State School Commissioner's last report (1888) we learn that during 1887 there were in attendance upon the public schools of Georgia 133,429 colored pupils, and this number is steadily increasing.

[2] Janes's Hand-Book of Georgia, pp. 187–8.

The Bulletin of Atlanta University, June, 1883. *Ibid.*, November, 1885.

Henderson's Commonwealth of Georgia, p. 274. Catalogue for 1886–87.

The University of Georgia and the Atlanta University—Reports of the Board of Visitors, 1887. Pp. 7 and pp. 8.

The writer is also indebted to Mr. C. Meriwether, of the Johns Hopkins University, for material *collected by him*.

boarding, for boys and girls. In August, 1870, another building of the same style, but larger, containing sleeping apartments for about sixty boys, beside temporary school-rooms, was completed. To this, during the ensuing year, a wing was added, providing rooms for about forty additional pupils. None of the money expended in the erection of these structures was derived from the State.

The last Republican Governor of Georgia, Mr. Conley, sold the land donated by Congress under the act of July 2, 1862, comprising some two hundred and seventy thousand acres, at the rate of ninety cents per acre. The sum realized from this sale, when invested in State bonds, was, in round numbers, two hundred and forty-three thousand dollars. When the Democrats came into power in 1872, under the administration of Governor James M. Smith, this entire fund was transferred to the State University at Athens. That college being already firmly established and organized with suitable buildings, it seemed best to make this disposition of the fund. In 1870 the Legislature appropriated eight thousand dollars to the colored school at Atlanta. During the session of 1871–72, in which the colored race was strongly represented, vigorous attempts were made to undo the work of Governor Smith. A compromise, however, was effected for that year, on condition that the Atlanta University should receive eight thousand dollars from the State. This was deemed a fair offset to the seventeen thousand dollars annually given to the State University.

The Legislature in the following year refused to continue this appropriation; but in 1874 a bill entitled, "An Act to equitably adjust the claims of the colored race for a portion of the proceeds of the agricultural land scrip,"[1] and providing for an annual appropriation to the Atlanta University of eight thousand dollars, was introduced and almost unanimously passed by the General Assembly. It appropriated the money with the understanding that the board of visitors of the University of Georgia should also visit that school; that the money should not be paid by the Governor until the plan of the trustees for its expenditure had been approved by a commission of three members of the faculty of the University of Georgia; and that the school should educate, free of charge for tuition, one pupil for every member of the House of Representatives, to be nominated by the members. In defence of the bill it was urged that Congress could not have intended the agricultural fund for the whites alone; that on the ground of policy it was advisable to appropriate a large amount to the colored school, since measures were already pending in Congress for an increased appropriation of land, and the share of Georgia might be curtailed if the money should be confined to the whites; and that it would not be right to deprive the State University of any of its portion, as such action would cripple it in its agricultural department at Athens and the branch college at Dahlonega.

[1] Laws of Georgia, 1874, pp. 32-3.

ATLANTA UNIVERSITY.

Supported by these arguments the bill became a law, and its provisions have been regularly carried into effect until a very recent date.[1]

THE UNIVERSITY CURRICULUM.

The curriculum of the Atlanta University at first consisted of a preparatory and a normal department. In 1872 the collegiate department was opened, and provision was subsequently made for instruction in theology on a broad catholic basis, and without regard to any particular denomination.[2] The preparatory department, in the second year of the school's operations, embraced higher arithmetic, algebra, geometry, ancient history, ancient geography, Latin, and Greek. The normal course then included a careful survey of the elementary branches, with reference to teaching them, algebra, geometry, natural science, mental and moral philosophy, drawing, English literature, Latin, and the theory and practice of teaching. This latter department has, in its conduct, subserved an important and useful purpose. It is steadfastly borne in mind by the institution, and every effort is made to prepare the pupils for their chosen calling of teachers. Many of those who have attended its classes are now busily engaged in teaching, not only in Georgia, but also in adjoining States.[3]

Beside the three courses already named—collegiate, preparatory, and normal—the University has a mechanical course and a grammar school course.

INDUSTRIAL EDUCATION.

The former covers three years, and all male students above the third grade are required to take it in addition to their regular studies in other courses, six and a half hours in each week being devoted to this work.

[1] Those charged with the control and management of the Atlanta University having recently declined to stipulate against the co-education of the races, the payment by the State of its annual appropriation of eight thousand dollars for the support of that University, as an institution for the exclusive instruction and training of colored pupils, has been temporarily withheld. (See Laws of 1887, p. 901.) The Governor is directed not to draw his warrant for the amount until such a plan of expenditure as will secure the use of the same for the education of colored children only, in accordance with the declared and settled policy of the State on the subject of the co-education of the races, shall have been submitted and approved by the commission constituted in the act of March 3, 1874, for the supervision of the expenditure of the appropriation. See, in this connection, the section in Governor Gordon's Annual Message of November 9, 1888, relating to the Atlanta University and the eight thousand dollars appropriation.

[2] The only theological classes graduated at Atlanta University were in 1871, when the class consisted of one member, and in 1876, when it was composed of three members. (Catalogue for 1886–87, p. 5.)

[3] We find by the catalogue of 1886–87 that nearly all the graduates, and many who left before finishing their course, are now engaged in teaching during a portion or all of the year; and that beside these, during the four months of the summer vacation, a large number of students engage in teaching. It is estimated that over ten thousand children in Georgia are taught, annually, by those who have been connected as pupils with this institution. *It is also* stated that of the one hundred and fifty-five graduates *up to 1886, one hundred* and fourteen were from the normal classes.

In the shops the boys are taught the principles of wood and metal-working, the use of wood-turning lathes and tools, glazing, and drawing.

The facilities for the pursuit of this mechanical course have been greatly increased by the erection of the Knowles Industrial Building. This structure was the gift of Mrs. L. J. Knowles, of Worcester, Mass., through whose generosity it was erected in 1884 as a memorial to her husband. The building is of brick, one hundred by forty-four feet, and three stories high. It has a good outfit of tools and other appliances. One room contains eighteen cabinet benches, each with a set of tools; another has twelve wood-turning lathes, run by steam-power; and a third, the forge room, recently put in operation, is supplied with twelve forges and anvils.

Special emphasis must be laid upon the industrial education afforded at this Atlanta University. It appears to be complete and satisfactory. The mechanical work of the shops is united with an agricultural training on the farm, embodying instruction in the methods of farm management and in the details of stock raising and gardening.[1] The girls, on the other hand, are taught various branches of household duties, such as sewing, cooking, dress-making, and general house-keeping.

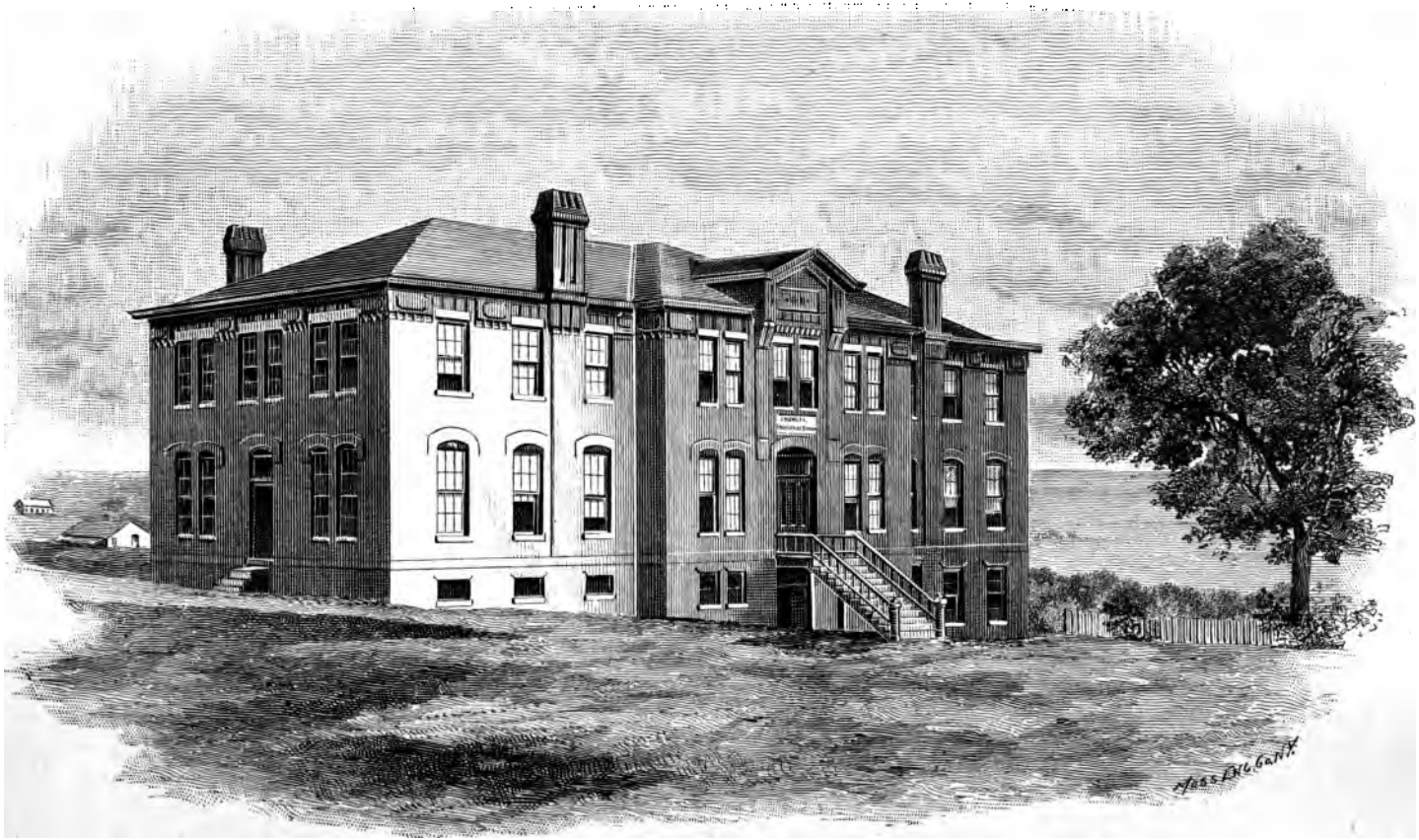
The industrial department has always claimed the attention of, and received an honorable mention from the visiting boards. Referring to the progress it had made and its excellent workings, the visitors in June, 1884, said in their report to the Governor: "Your committee would state that there was no department of this University that struck them more favorably than the industrial education in all its various forms. * * * The boys are taught practical agriculture and gardening. * * * The house-keeping department, under a competent lady for the graduating girls, we especially liked."

Again, in the report for 1886, we read: "The domestic arts of cooking, sewing, and dress-making are taught by competent instructors. Gardening and farming are closely looked after by a very capable and trustworthy agriculturist. * * * The results achieved in this direction are eminently satisfactory. In the mechanic arts, including carpentry and wood-turning, very gratifying progress has been made. * * * With better equipments, we have the germ of a technological school that will be a blessing to the State." And in the report for 1887, we find that "the agricultural exhibit, consisting of varieties of corn, wheat, grass, and the like, raised upon the farm, was very creditable;" and that "instruction in the art of printing likewise forms a part of the industrial training, though the appliances in this department are as yet incomplete."

CAPACITY FOR A HIGH GRADE OF CULTURE.

Thomas Jefferson has been credited with saying that no pure African could ever grasp the forty-seventh proposition of Euclid. This remark

[1] The rule has been for the boys to spend one hour a day in practical work on the farm.



KNOWLES INDUSTRIAL BUILDING, ATLANTA UNIVERSITY.

was widely quoted through the South as a strong indorsement of the popular view regarding the mental incapacity of the negroes, and their inability to understand or appreciate the higher branches of education. Later developments, however, and the results arrived at by this and other schools, seem destined to bring about a modification of that view: for, while the course of study is almost as advanced as that of many of the white colleges, including, as it does, the Latin of Cicero, Tacitus, and Livy, and the Greek of Homer, Demosthenes, and Plato, trigonometry and surveying,[1] history, English literature, mental and moral philosophy, and approved text-books in political economy and the sciences, the students, by the testimony of the whites themselves, perform their work with commendable success. Witness, for instance, the confession contained in the report of Senator Joseph E. Brown, chairman of the first board of visitors appointed by the Governor:

"At every step of the examination we were impressed with the fallacy of the popular idea (which, in common with thousands of others, a majority of the undersigned have heretofore entertained) that the members of the African race are not capable of a high grade of intellectual culture. The rigid tests to which the classes in algebra and geometry, and in Latin and Greek, were subjected, unequivocally demonstrated that under judicious training and with persevering study, there are many members of the African race who can attain a high grade of intellectual culture. They proved that they can master intricate problems in mathematics, and fully comprehend the construction of difficult passages in the classics."

Note also the report of the committee of the board of visitors of the University of Georgia for 1874: "The progress made by the students, as a whole, is highly satisfactory, while there were not wanting many instances of superior merit and proficiency among their members."

Soon after the close of the Civil War, an unnatural feeling of hostility sprang up between the whites and the blacks in the South. A mutual sentiment of distrust was the inevitable consequence. To add to the difficulty of the situation, a horde of adventurers came in from other States, seeking wealth and political preferment through the instrumentality of colored votes. They were in many cases sharp and unprincipled, and fanned the slight flame of race prejudice into a mighty blaze, which it required years to subdue.

When, therefore, the whites were restored to power in Georgia, and the Legislature appropriated the money to Atlanta University, much dissatisfaction was manifested by the people of the State.[2] It is even

[1] Mathematics is only studied through the Freshman and Sophomore years.

[2] Objections have been urged against Atlanta University, on the ground that such a "movement in favor of university education for the colored people is far in advance of the demands of the present condition of colored society;" and that "the money thus expended should be exclusively devoted to instructing and training teachers specially for the work of elementary schools." (State School Commissioner Orr's Report for 1875.)

stated that some influential persons endeavored to prevent the appropriations to the school. The secret of this dissatisfaction lay in the circumstance that the teachers employed at the institution were all Northerners, who, it was alleged, sedulously instilled in the mind of the colored pupil feelings of dislike for his native State, and of bitter hatred for the whites.

But better counsels at length prevailed, and the State board of visitors adopted the rational plan of allaying the feeling of animosity on the part of the colored people. Their attention, in this connection, was first called to the manner of instruction in the school. They noticed the sectional books in use, and urged upon the president the propriety of changing the tendency of the teaching. The aim of the instructors, they said, should not be to alienate the affections of the pupils from their country, and induce a feeling of opposition to the whites, but to cultivate kindly relations between the two. They had enormous power over those who controlled almost one-half the votes in the Empire State, since their pupils were eminently "clay in the hands of the potter." The pupils trained there would go forth and exercise a great influence on the others whom they might teach; and it was highly incumbent on the instructors to make faithful, devoted citizens of them.

Such arguments had their weight with President E. A. Ware, and bore in time the desired fruits. The committee of visitors for 1877 reported: "Members of the Board thought that the animus of the pupils this year seemed much better." Again, in the report of the board for 1878–79, we find it announced that "the objectionable sectional books have disappeared from the library, and your committee are assured, not only that those Northern teachers do not try to alienate them [the pupils] from old masters and homes, and from their native State, but that every effort is used to counteract any tendency towards such alienation."

The reports on the educational work accomplished at Atlanta University have continued to be favorable to the present time. In all of them is evinced a sincere faith in the capacity of the colored race. In the report for 1883 occurs this passage:

"We confess to some degree of surprise and gratification at the proficiency exhibited by many of the pupils in every department of study in which they were examined before us. This was particularly true in relation to those studies which pertain to the higher culture."

Thus has this institution, in the brief period of its existence, become a large and influential medium for the education of the colored race. Commencing with only a preparatory and a normal department and eighty-nine students in 1869, it has by gradual steps risen to its present status[1] of five courses of study, and an attendance of four hundred and thirteen.[2] Its faculty, which in its early years consisted of but nine

[1] Catalogue for 1886–87.

[2] Of this number, one hundred and seventy-five were boys and two hundred and *thirty-eight* were girls.

teachers, is now numerically more than twice as strong as it was then.[1] Its curriculum, while somewhat restricted in its compass at the start, is now as complete and advanced as that of not a few of the older white colleges in the South. The school, though indebted to Georgia for its principal patronage, has extended its constituency beyond the limits of that State,[2] and its one hundred and sixty or more graduates may be seen engaged from Washington to Texas in spreading the influence of the Atlanta University.

RESOURCES OF THE UNIVERSITY.

A word now in regard to the general resources of Atlanta University. The institution, as has been seen, owes its existence almost entirely to donations from liberal Northern friends in the American Missionary Association, and is very largely beholden for its support to the same generous source. In the financial statement of May, 1872, for the preceding twelve-month, it appears that out of the thirty-one thousand dollars which had been received, fourteen thousand were donated by the American Missionary Association. In the printed register of gifts of twenty-five dollars and upward, all except a small fraction came from the North, the New England States furnishing, on an average, about two-thirds. In a similar list for 1886–87, out of sixty-five hundred dollars in round numbers, the entire amount, with the exception of six hundred and fifty dollars, was contributed by Northern and Western States.

It was a New York man, Mr. R. R. Graves, who chiefly founded the library of Atlanta University, and permanently endowed it with five thousand dollars. This library now contains some six thousand volumes, and through the aid afforded by the endowment fund is experiencing a steady growth. The John F. Slater Fund has, for some years, appropriated fourteen hundred dollars a year to the school. Mr. Tuthill King, of Chicago, and Mr. J. H. Cassedy, and the late Hon. William E. Dodge, of New York, have each established scholarships of five thousand dollars. The Plainfield and Garfield Scholarship Funds are smaller than the others. Mrs. Valeria G. Stone, of Malden, Mass., who has deeply interested herself in the intellectual improvement of the colored people both North and South, having, it is said, donated over one million dollars to that object, built what is known as Stone Hall, and has given fifty thousand dollars to the University. The building here alluded to was erected in 1882, and contains the chapel and library, the schoolroom, recitation and lecture rooms for the more advanced students, and

[1] There is no regular president of the faculty. Its acting president is Rev. Horace Bumstead, D. D.

[2] Of recent years nearly one-half of Georgia's one hundred and thirty-seven counties, and from five to ten States, have been represented on the University register. According to the board of visitors' report for 1887, sixty-four counties of Georgia and eight other States were represented at the University.

the philosophical[1] and chemical laboratory. Of the Knowles Industrial Building, likewise an individual gift to the institution, we have already spoken. The annual appropriation from the State has, until its recent discontinuance, invariably been confined to the payment of teachers' salaries.

Atlanta University is now in the twenty-first year of its corporate existence. During that period it has acquired a vested capital in lands, buildings, library, and valuable appurtenances fairly estimated at two hundred thousand dollars.[2] The college structures are four in number, consisting of the two buildings just mentioned, and the two dormitories, which are respectively designated as North Hall and South Hall. There is also a large barn on the premises. It was erected in 1882, and furnishes facilities for the development of the farm work of the University. These buildings are situated on high ground in the western part of the city of Atlanta, and are surrounded by about sixty acres of land belonging to the institution.

ATLANTA BAPTIST SEMINARY.[3]

This seminary, for the education of colored ministers and teachers in Georgia, is sustained chiefly by the American Baptist Home Mission Society, the headquarters of which are in New York. Established in 1867, it was located for a time in Augusta, under the name of the "Augusta Institute," where it struggled with many difficulties until 1871. At that time an unworthy party, Seigfried, by name, who was at its head, was dismissed; and the institution was organized in a more effective form by his successor in the office of principal, Rev. J. T. Robert, LL. D. Doctor Robert was a Southerner by birth, although long a resident in Ohio and Iowa, and had been strongly recommended to the society by the white Southern Baptist ministers as a suitable person for the conduct of the enterprise. Eight years of prosperity and progress followed, and, in 1879, the seminary was transferred to the capital of the State, at Atlanta, and now bears the name of Atlanta Baptist Seminary.

We are informed that during the ten years of Doctor Robert's administration, ending with 1881, three hundred and seventy-one students had received instruction in the school, of whom one hundred and forty-two contemplated teaching, and two hundred and twenty-nine had the ministry in view. Of the eighty students then in attendance, fifty or more

[1] Instruments for surveying and engineering purposes, and an excellent telescope, may be enumerated among the philosophical apparatus.

[2] Report of the Board of Visitors for 1885–86.

[3] History of the Baptist Denomination in Georgia, with Biographical Compendium, etc. Compiled for the Christian Index. Atlanta, Ga., 1881. Page 242.

The Baptist Encyclopædia, by William Cathcart, D. D. Philadelphia, 1883. Pp. 47–8.

Catalogue for 1886–87.

were pastors or candidates for the ministry. According to the 1886–87 catalogue, the number in the seminary was one hundred and forty-six; eighteen being in the theological department, thirty-two studying for the ministry, and forty-two preparing to become teachers.

The present faculty consists of five instructors, of whom the Rev. Samuel Graves, D. D., is president. The studies pursued in the seminary are comprehended in the normal, preparatory, collegiate (which includes a classical and a scientific course), and theological departments. The theological course has been extended so as to embrace two years. A library is attached to the institution, which now contains upward of seventeen hundred volumes.

CLARK UNIVERSITY.[1]

Founding of the University.—This institution is supported by the Freedmen's Aid Society, a charitable organization of the Methodist Episcopal Church. Bishops Clark and Haven were chiefly instrumental in founding it. From the former, in consideration of his distinguished labors in its behalf, the University takes its name. It was begun in 1869 as a primary school, with a department for the training of preachers. It was not chartered as a University until 1877. The college was located at Atlanta.[2] For the first few years it occupied a small building on Whitehall Street, and was afterward (in 1880) removed to its present desirable position at the southern end of Capitol Avenue.

In 1872 the institution passed under the control of the city, the understanding being that the latter would pay the teachers' salaries and furnish the necessary buildings. The other funds were then applied to the establishment of a theological department, in accordance with the wish of Bishop Clark, who had left, by will, several thousand dollars for that purpose. The city failed to comply with that part of its agreement providing for the erection of buildings, and new arrangements had to be made.

Through the hearty co-operation and generous contributions of its Northern friends, Clark University has been liberated from all embarrassment and placed upon a firm and excellent basis. It has fine college buildings,[3] situated upon a tract of some four hundred acres of land

[1] Henderson's Commonwealth of Georgia, p. 279. Catalogues for 1885–86 and 1886–87.

[2] This city was chosen, as it "might give character and influence to our movement," writes A. W. Cummings (Early Schools of Methodism, p. 410); "for Atlanta is the gateway to the South, and exerts a controlling influence over it."

[3] There are three of these structures. Chrisman Hall, a cut of which is here appended, was erected at a cost of twenty-seven thousand dollars, and was dedicated in 1880. It bears the name of Mrs. Eliza Chrisman, of Topeka, Kans., that lady having donated ten thousand dollars toward the building fund, the balance being raised by subscription in the North. The Gammon Theological Hall, opened in 1883, was completed and furnished at a cost of thirty thousand dollars. It is built of brick, with stone trimmings, and is one hundred and ten feet long by fifty-two feet wide, and is four stories high. Rev. E. H. Gammon, of Batavia, Ill., beside contributing eight thousand dollars to this object, has recently added a gift of two hundred thousand

which it owns, in the suburbs of Atlanta. It also has a numerous and well-organized faculty, a comprehensive system of instruction, embracing, in addition to the collegiate, academic, normal, and grammar school courses, a school of theology, business and industrial departments, a college of music, and good philosophical apparatus and libraries.

The Theological School.—The theological school, which is pre-eminently the strong feature of the institution, is handsomely endowed and possesses a valuable library of over four thousand volumes. It receives students from nearly every Southern State.[1] The full theological course occupies three years; but partial courses of one or two years have been provided for those who are not able to pursue the regular classes. Graduates in the former case receive the degree of bacheior of divinity; in the latter, a certificate from the institution. Free tuition as well as free rooms are accorded to the regular members of the theological school.[2]

The Industrial Department.—The industrial department is also a specialty. Its excellence is indorsed by Dr. Atticus G. Haygood, who says that "Clark University is second only to Hampton[3] in this line." The work, running through three years, includes carpentry, carriage construction, house-keeping, dress-making, printing, and shoe-making. Agricultural training is also afforded, and a nurse-training department has been recently opened under the direction of the resident physician, assisted by some of the best medical talent of the city.

The course in the college of music is thorough as far as it goes. Pupils are there instructed in the principles and practice of playing upon the piano and the organ.

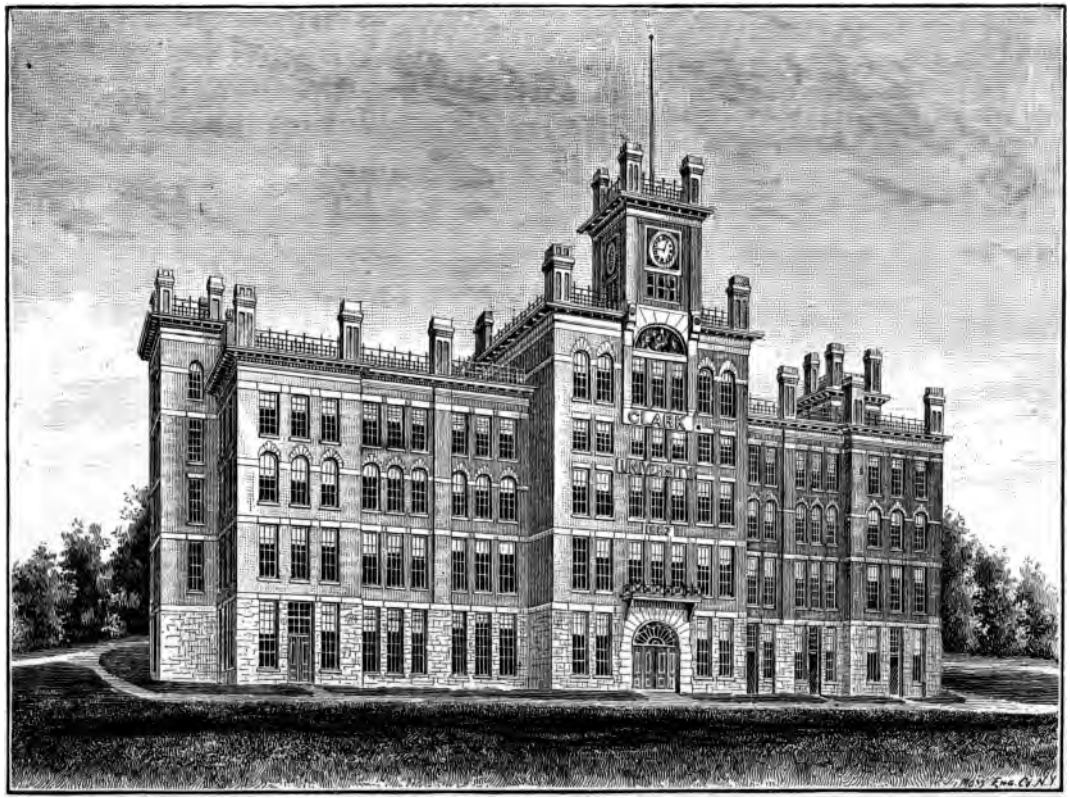
There are twenty teachers in the University faculty, exclusive of its

dollars for the permanent endowment of the hall (Catalogue of 1886–87). Warren Hall is the new building just finished, and is intended for the use of the females. It contains a number of dormitories, a large reading-room, and a dining-room capable of seating several hundred persons. Twenty-seven thousand dollars were expended in its erection, one-half of which amount was supplied by Doctor Gammon. Ballard Hall, so called because Mr. Stephen Ballard, of Brooklyn, N. Y., donated toward its construction five thousand dollars, is still in process of erection.

[1] Nine Southern States were represented among the fifty-six students who were in attendance during the session of 1886–87.

[2] In proof of the general excellence of this department of Clark University, we quote the following from Dr. Atticus G. Haygood, who is already familiar to the public as the author of Our Brother in Black. He says: "It is to be questioned whether any single institution under the care of the Methodist Episcopal Church holds a place of importance and responsibility equal to that which is possible to the Gammon School of Theology. * * * It may well be questioned whether any single institution in the Southern States could not be better spared. * * * I think I may say without exaggeration that the Gammon School of Theology is, in many respects, the most important single experiment made by Protestantism in this country—so far as I know in any country—in the momentous matter of teaching and training colored preachers." See also Catalogue of Gammon School of Theology for 1888, pp. 3–9.

[3] The Hampton Normal and Agricultural Institute for colored and Indian youth in *Virginia.* (*See* Report of the Commissioner of Education for 1885, pp. 273, 275.)



CLARK UNIVERSITY, ATLANTA.

CHRISMAN HALL, CLARK UNIVERSITY.

president, Rev. E. O. Thayer, A. M. Three of these are connected with the Gammon School of Theology,[1] and eleven with the industrial department.

The catalogue of 1886–87 shows an attendance upon all the branches of Clark University of three hundred and twenty-two students.

There are five literary societies in the institution, prominent among which is the theological and debating society of the Gammon School of Theology.

SPELMAN SEMINARY.

This institution, designed especially for the instruction of colored women and girls, was opened in the basement of the Friendship Baptist Church, in the city of Atlanta, April 11, 1881, by the present principals, Misses Sophia B. Packard and Hattie E. Giles, who were commissioned by the Woman's American Baptist Home Mission Society of Boston. There the work of education was carried on for nearly two years.

The school began with eleven pupils. The aggregate number in attendance during the seven years of its existence has been over 3,580 pupils, six hundred and nine names appearing on the 1887–88 register.

The faculty at present comprises twenty-seven teachers, beside assistants; and the course of study embraces preparatory, normal, and scientific or higher normal courses. Musical and industrial departments are also connected with the seminary, and a training school for nurses, established in 1886, is among the advantages which it affords.

The present property of the school, which is valued at over eighty thousand dollars, consists of several acres of land, four double houses, Rockefeller Hall, and the large brick building which is now being erected to take the place of Union Hall, destroyed by fire in June of the past year (1887).

THE PAINE INSTITUTE.[2]

"They (the colored Methodist Episcopal churches) have no institution under their management for the education of those who are to occupy their pulpits and preside in their schools. Their preachers and teachers, if educated at all, must for the most part be educated by those who are not in sympathy with their organization. If they are to make any progress, or even to maintain their existence, they must provide for the education of those who are to take charge of their schools and religious congregations. They have neither the money to establish schools, nor the men competent to conduct them; and they look to us for aid."

Such was the language of the committee on education in the General Conference of the Methodist Episcopal Church South. It was to meet the necessities of the case, and to carry out the provision as introduced by the General Conference of 1882, that the Paine Institute

[1] This school has also eight special lecturers.

[2] This school was named in honor of Rev. Moses U. Paine, of Iowa, to whom it is indebted for an endowment fund of twenty-five thousand dollars.

was organized. Located at Augusta, it was opened in January, 1884, and is now in the fifth year of its operations. Rev. Morgan Calloway, D. D., vice-president of Emory College, was its first president. The present incumbent in that position is Rev. George Williams Walker, A. M. He is assisted by four teachers. The course of study comprises a normal, a theological, and an industrial department; the first occupies four years and the second three, while the industrial department affords instruction in printing and carpentry. There is also a music class in the school.

The register for the session just closing (1887–88) shows an attendance at the institute of one hundred and thirty-three pupils of both sexes. Of these, one hundred and three are pursuing normal, and twenty-four theological courses. The class in music numbers fifteen.

The property of the institution consists of ten acres of good land and three buildings; one of these is the home for the teachers, another the home of the matron, while the third has been arranged for class-rooms and a dormitory for boys.

MORRIS-BROWN COLLEGE.

This college, as it is called, is principally indebted for its existence to the African Methodist Episcopal Church of the State of Georgia. In 1880 the ministers of that organization, realizing the necessity for an institution which would not only educate and prepare their young men for the ministry and their young women for Christian work, but which would also prove an industrial training school for both sexes, determined upon the erection of the Morris-Brown College. In February of the following year the present site, overlooking the city of Atlanta, was purchased; and in 1884 the foundation of the east wing of the college was laid. It was completed in November, 1885, at a cost of nine thou-sand dollars. Thirty-five hundred dollars were expended in the pur-chase of the grounds; and it is said that about eighteen thousand dolla- in addition will be needed to finish and thoroughly equip the buildin-

On the 15th of October, 1885, the institution was opened to studen- and the attendance during its first session was one hundred and sev- The present number of pupils (session of 1887–88) is two hundred a- eleven, of whom one hundred and nine are males and one hundred a- two are females. The curriculum consists of a college preparatory an- normal course,—the former occupying three and the latter four years — and of an English course. The faculty is composed of three teachers, Rev. E. W. Lee, B. A., being principal. Rev. W. J. Gaines, recently appointed bishop, is the general superintendent, and it is to his efforts, perhaps, more than to those of any one else that the establishment of the Morris-Brown College is due.

CONCLUSION.

Thus have we endeavored, clearly and faithfully, to convey an impression of the opportunities afforded for the acquisition in Georgia, both of a common school and of a higher education. We have attempted to revive the recollection of the schools of limited means and partial courses which ministered to the instruction of youth prior to the Revolution, and just after the close of that period of distraction and poverty. We have traced the development and decline of the poor school system. We have considered at length the inauguration and the present status of the public school system. We have noted the opportunities afforded for the acquisition of higher education in the University of the State of Georgia and its branches, in various denominational universities and colleges, and in sundry institutions inaugurated under the auspices of private benefactions. We have not omitted to mention all charitable institutions, and colleges designed to facilitate studies in law, medicine, theology, technology, science, and art. In a word, we have been careful, so far as our inquiry could ascertain, to ignore the mention of no institution, however limited, the mission of which is to promote the intellectual development of the community.

Upon a review of the whole subject, we find cause for congratulation that Georgia, in her educational advantages, has made such signal progress. Opportunities for acquiring superior learning are abundant and satisfactory; while through the generous provision made by the State for the support of her common schools,—supplemented by acts empowering cities and populous districts by local taxation to increase their numbers and render certain their sustentation,—the means of acquiring an elementary education requisite for the needs of every-day life are placed within the reach of all. Education in Georgia is now practically free, and illiteracy should nowhere exist. In the benefits of these educational advantages both races participate equitably. Each year bears testimony to the progress made in the intellectual training of the masses, and brings joy to the heart of the philanthropist. When we reflect upon the condition of affairs a quarter of a century ago; when we remember the embarrassing questions which arose upon the conclusion of the Civil War; when we recall the general penury which pervaded the land, and the lack of money for the inauguration and sustentation of schemes of general benefit, and contrast the present attitude of things

and the development which has occurred, we are surprised and delighted at the tokens of benevolence, of order restored, of the recognition of relative rights, of domestic peace, of mental, moral, and political advancement, and of intellectual progress, which confront us on every hand. Among the factors which have brought about this happy condition, none is so potent as the liberal provision made at the general charge for the inauguration and good support of common schools, and for rendering a university education within the limits of the Commonwealth practically free to all who desire to avail themselves of it.

In the coat-of-arms of Georgia appear three emblematic columns, inscribed respectively with the words, "Wisdom, Justice, and Moderation," and supporting an arch upon which is engraven, in bold relief the word "Constitution."

Rightly judging that the intelligence of the citizen and the education of the masses are indispensable prerequisites to the comprehension and maintenance of wise, just, and moderate views necessary for the understanding and conservation of all constitutional rights and privileges the General Assembly and the people of Georgia have made, and are making, most praiseworthy efforts to promote the general good, and render learning, both primary and liberal, popular and accessible within the limits of the Commonwealth.'

CHARLES EDGEWORTH JONES.

Augusta, Ga., June 11, 1888.

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BUREAU OF EDUCATION

CIRCULAR OF INFORMATION NO. 7, 1888

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY

EDITED BY HERBERT B. ADAMS

No. 6

HISTORY OF EDUCATION

IN

FLORIDA

BY

GEORGE GARY BUSH, Ph. D.

WASHINGTON

GOVERNMENT PRINTING OFFICE

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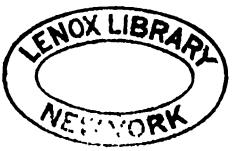
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LETTER.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., November 8, 1888.

The Honorable the SECRETARY OF THE INTERIOR,
Washington, D. C.:

SIR: I have the honor to forward herewith a monograph upon the History of Education in Florida, by Prof. George Gary Bush, Ph. D. (Heidelberg).

This is one of the series of Contributions to American Educational History, edited by Prof. Herbert B. Adams, Ph. D., of Johns Hopkins University, the preparation of which you approved by your letter of March 29, 1888.

This monograph, though written to accompany the series of historical papers upon higher education in the United States, treats not alone of higher education in Florida. Its purpose is to set forth, in addition, the growth and development of the school system of the State, and to emphasize particularly the rapid advance made in all educational matters during the past decade.

Beginning with the earliest organized efforts to furnish instruction under the auspices of educational societies, and the attempt to introduce the system of Fellenberg, a review is given of the journals of the Legislature previous to the adoption of the Constitution of 1868, and such facts are presented as bear upon the subject of education. The legal organization of the school system, as it existed previous to the Civil War, is thus shown, together with the history of the school lands donated to the State, and the funds by which the schools were in part or wholly sustained.

The point is made that the early legislation with reference to schools, though effected largely by men of wealth, was for the benefit principally of the children of the poor.

Attention is called to the establishment in 1852 of the first public school to be sustained by a tax levied upon individual property, and (though no uniform system had been secured) to the great improvement made during this decade in the condition of the schools.

The War era passed, the elaborate system of common schools provided for in the State Constitution of 1868, and by legislative acts in 1869, is reviewed at length, and the substance of these provisions embodied in the monograph.

The favor with which the system was apparently received, and the rapidity with which the State board and the county boards were organized and entered upon their duties, are touched upon, and then a history is given of the development of the system, of the opposition which it later encountered, of the lack of competent teachers, as also of school buildings and school funds, until an era of brighter promise is reached. From that period, less than a decade ago, the progress made in public school education has been most satisfactory, and it is shown that the aggregate results will bear favorable comparison with the educational statistics of any of the States. Statistics are given which place in contrast the earlier and later years, and exhibit the rapid increase in the number of schools, in pupils, and funds. Mention is made of the valuable aid rendered to the State by annual contributions from the Peabody Fund and other agencies organized for like purposes.

The duties of the State Superintendent of Instruction and of the Board of Education, of the county boards and county superintendent, of the local trustees, and the teachers employed in the common schools are defined, and the relations they sustain to one another indicated.

The admirable work done by Northern societies, by the State, and by the agent of the Peabody Fund for the education of the freedmen, from the year in which the War closed until schools for colored children were placed upon an equal footing with the other schools of the State, is traced at some length, while the eagerness of the freedmen to learn and the progress they have made is noted, and a history of some of the more important schools established for them is briefly given.

During the past five years nothing else has done so much to elevate the standard of education in Florida as the efficient aid rendered by teachers' institutes and normal schools. These instrumentalities, which owe their success, in large measure, to the earnest labors and wise supervision of the present Superintendent of Public Instruction, are described and their importance to the existing educational system acknowledged.

Reference is next made to the academies established before the War, and to the present condition of the high schools, which, with a single exception, do not compare favorably with schools of like name in the older States.

With a statement of the public lands received from the National Government for the establishment of "two seminaries of learning" and an agricultural college and university, the paper takes up the history of secondary and higher education. This begins with an act of the Legislature in 1851, in which it is provided that "Two seminaries of *learning shall* be established, one upon the east, the other upon the

west side of the Suwannee River." These seminaries were located, the one at Ocala (later removed to Gainesville), the other at Tallahassee, and long remained the only public high schools in Florida. Historical sketches of these institutions are introduced, showing the work accomplished by them, their financial resources, the condition of the academic buildings and grounds, their educational appliances, and the character and attainments of their boards of instruction.

No public institution of Florida has passed through so many vicissitudes or suffered so much for the lack of friends as the State Agricultural College. The endeavor has been made in this monograph to present with impartiality the facts of its history, including the acts of various Legislatures with reference to its location, establishment, board of management, and finances; and evidence is adduced to show that it is now well worthy of the patronage of the State, possessing as it does an able and energetic faculty, commodious buildings and grounds, collections in natural history, mineralogy, and geology, a well-equipped laboratory, an experimental station furnished with excellent appliances for the study of agriculture, and a manual training school, which affords practice in working in wood and metal and the best facilities for draughting and designing. A page is devoted to the Florida University, with its meteoric appearance and brief history.

The remainder of the paper is devoted to a description of the colleges founded and sustained by various religious societies, to which are added a brief mention of the State Institute for the Blind and Deaf, and references to certain schools whose aim is to furnish a good secondary education.

Of the denominational colleges, Rollins College at Winter Park and De Land University at De Land, are placed in the first rank of the higher educational institutions of the State, and their history, as herewith presented, shows that in the quality of their work, the devotion of friends, and increasing resources, promise is given of a successful future.

I beg leave to recommend the publication of this paper as a Circular of Information, and to subscribe myself,

Very respectfully. your obedient servant,

N. H. R. DAWSON,
Commissioner.

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STATE AGRICULTURAL COLLEGE, LAKE CITY, FLA.

HISTORY OF EDUCATION IN FLORIDA.

The present educational system of Florida has been created since the formation of the Constitution of 1868. Previous to that period there was lack of organization, and the facilities afforded for obtaining an education were inadequate to meet the demands of a rapidly increasing population. During the past twenty years the material progress of the State, though very great, has not kept pace with the advance in all matters pertaining to education. This statement finds its confirmation principally in the history of the past five years, during which, not alone the public school system has been perfected, but educational advantages of the highest order have been placed within the reach of all.

The question may well be asked why, after the close of the Civil War, Florida did not proceed more quickly to the establishment of schools. It is not enough to say that it was due to her poverty, or to the vastness of her undeveloped territory and the sparseness of her population. There were other reasons of greater import, which grew out of the inheritance received from the established order before the War. This led the people to adopt ideas respecting education that had prevailed in the earlier history of the State. Moreover, it blinded their eyes to the fact that the leaven of a new spirit was at work, and, though many barriers were in the way of its rapid development, that nothing would be able to arrest permanently its progress. Here again was the old battle of age with impetuous but clear-sighted youth. The adherents of the new order were sure to win, but their success was greatly promoted by the addition to their number of a large body of settlers from other States, who brought with them broad views of the importance to the State of affording the opportunity for the highest intellectual training.

Thus the entire system of education was changed, and the benefits resulting therefrom have since continued to receive wide acknowledgment. The old order was well-nigh void of any system; the new order has adopted the most advanced methods known to our time. It has learned that the only way to have efficient schools is to provide efficient teachers. Hence, normal schools for both the white and colored population have been established and supported by the State, and teachers' institutes, under the supervision of the Superintendent of Public Instruction, are regularly held in many of the counties.

Until within a very brief period there were no studies pursued in the schools that would be classed under the higher education. By the strictest definition there is doubtless still very little collegiate instruction; but so great has been the advance in all educational work, and so hopeful is the promise for the future, that Florida well deserves to have her progress in this respect placed beside that of other and more favored States of the Union. More than in most other States is the history of higher education intertwined with that of the secondary and common schools, and very unsuccessful, as it appears to the writer, would be the attempt at the present time to write a history of the first which should not include a history of all.

FLORIDA EDUCATION SOCIETY.

In Volume I of the American Annals of Education, published in Boston in 1831, the following notice appears with reference to one of the earliest literary movements in Florida: "An important step has been taken by some friends of education—the organization of a society, arranged upon substantially the same plan as a State lyceum." This was called the Florida Education Society, and was organized at Tallahassee, January 23, 1831. Its object was to collect and diffuse information on the subject of education, and endeavor to procure the establishment of such a general system of instruction as would be suited to the wants and condition of the Territory. A membership fee was required, directors appointed, and monthly and tri-monthly meetings arranged for. Steps were also taken to organize branch societies, and the delegates and secretaries of the latter were required to report to the parent society all the information they could obtain relative to education in their respective districts. Later in the year the Governor of the Territory was authorized by law to appoint three commissioners, whose duty was to inquire into the condition of schools, the wants of the people respecting education, and ascertain the number of schools, qualifications of teachers, branches taught, mode of instruction, and the number of children favored with and destitute of the means of education. They were to report upon the "best system of education and the best means of carrying the system into full effect."

In the same year and as an outgrowth of the Florida Education Society, which had awakened such general interest throughout the State, a ladies' educational society was formed and a zeal for intellectual improvement manifested, such as is rarely seen in a newly settled region. At this time the agricultural or manual labor schools established by Fellenberg in Switzerland were finding many admirers in America. Through the recommendation of the education society a few of the citizens of Tallahassee decided to organize a "Fellenberg" school. In the American Quarterly Register for May, 1832, appears this record: "Five individuals have agreed, if it can be done at an expense within *their means, to* purchase a small tract of land and form a small manual

labor school somewhere in the neighborhood of Tallahassee. A teacher is to be employed to take charge of the *limited* number of pupils; suitable buildings are to be erected for the accommodation of the teacher and pupils, who are to board together, with as little connection as possible with the inhabitants in the vicinity. The pupils will be required to devote a certain number of hours daily to agricultural and mechanical employments of the simplest kinds. No pupil will be admitted except with the consent of the teacher and each of the proprietors, nor suffered to remain in the school unless he submits to all its regulations. The studies, at the commencement, are to be confined to the usual branches of a good English education, including mechanics, botany, chemistry, etc."

This project met with such favor that between six and seven hundred dollars were subscribed, to be paid annually, besides a free offering of as much land as might be needed. It was thought that, if the lands set apart by Congress for a seminary and for common schools could be appropriated to the use of the Fellenberg schools, ample funds would soon be in hand to inaugurate successfully the new system.

The branch of the educational society established in St. Augustine reported an "alarming neglect of education in the Territory since the cession;" that by most the matter was viewed with indifference; and that the obstacles which the scattered population presented rendered the establishing of even a limited system of common schools extremely difficult, if not impracticable. There were then (1832) 341 children between the ages of five and fifteen, but only 137 of these were receiving any school instruction. An attempt was made to establish a free school, and though at first greatly encouraged, there is no evidence that either this project or the more important one at Tallahassee was ever carried to a successful termination. At this time meetings resembling lyceums were held in St. Augustine for discussion and mutual improvement, which called forth "the resources of every individual for the benefit of the community."

Unfortunately the ardor of this progressive spirit of which we have spoken seems to have been soon quenched. In a brief time the Florida Education Society and its auxiliaries ceased to exist, and no others were established in their place.[1] Could some wise system of education have found encouragement and been developed so as to have kept pace with the growth of the Territory and State, it might have secured for Florida an educational rank not inferior to that of any commonwealth in the Union.

EARLY LEGISLATION AFFECTING PRIMARY EDUCATION.

A review of the journals of the Legislature, previous to the adoption of the Constitution of 1868, will help us to form a just estimate of the

[1] A Historical Society was organized in St. Augustine in 1856, but it was short-lived. This is much to be regretted, as Florida furnishes a fruitful field for historical research.

interest taken by the people of Florida in the matter of education. In December, 1835, while Florida was still a Territory, "the register of the land office was charged with the duty of selecting and securing the various lands granted by Congress for schools, seminaries, and other purposes." By act of March 2, 1839, three school trustees were ordered to be chosen in each township. They were to have the care of the sixteenth section lands in their township, lease the same, and apply the rents or profits for the benefit of the common schools; and, in case such schools did not exist, it was their duty to organize and support them. In March, 1843, these duties were intrusted to the sheriffs of counties, who were commissioned to give special care to the education of the poor children of the county. But the legal organization of the school system, as it existed previous to the Civil War, was substantially effected by the act of 1839, already referred to, to which amendments were made in 1840, 1844, and 1845. As amended, the *old school law* provided not only for township trustees to look after the raising of a revenue from the sixteenth section school lands, and its application to the establishment and support of common schools, but also for at least a partial supervision of the acts of these trustees by the judges of probate, who were to serve as superintendents of common schools in their respective counties. They were to see that the sixteenth section lands were held inviolate for the use of schools; to receive and appropriate the money derived from them; and attend to all matters connected with the advancement of education. The trustees were required to report to the judges, on or before the first Monday in December of each year, the number of teachers employed in the township, the number of children of both sexes, the different branches taught, and such other information as might pertain to the welfare of the schools. The judges were to consolidate the returns and forward their report to the Secretary of State, by whom it was laid before the General Assembly of Florida. Beyond the revising of these reports by the Secretary it does not appear that the State exercised any supervision over her schools, or that there was any law which required that the schools established out of the proceeds of the township school lands should be free to all, or any provision for a tax on property or persons for their support. It is probable that they were of brief annual duration, and attended mainly, if not wholly, by children of the poor, except in those cases where the latter were placed in other schools and their tuition fees paid out of the public school fund.

In 1849 an act was passed to provide for the establishment of common schools, whose doors should be open only to white children. In the same year the Legislature provided that the school fund should consist of the proceeds from the school lands, and five per cent. of the net receipts from other lands granted by Congress; also the proceeds from all estates, real or personal, escheating to the State, and from all property *found on the coast* or shores of the State. In 1850 the counties were

authorized to provide by taxation for the support of schools, but the amount levied could not exceed four dollars annually for each child of school age. The school fund was also enlarged by all moneys received by the State from the sale of slaves under the act of 1829.

THE SCHOOL LANDS.

It was not the original intention that the sixteenth section lands should be sold and merged into a common fund, but rather that by rental, or by the interest on the purchase-money if sold, such section should confer its benefits upon the township alone to which it belonged. Accordingly the Governor and Legislative Council were authorized by act of Congress to take possession of the school lands thus reserved, and rent or lease them for the support of common schools in the township; but as far as can be ascertained only one township ever organized to get the benefit of the act. As the sixteenth section lands that were valuable were, in the days preceding the abolition of slavery, mostly in the hands of men who had no need of assistance in educating their children, and who were, as a rule, too proud to receive it; and as, in other townships less fertile, where the population was sparse and the settlers generally poor, these lands had little intrinsic value, and no value at all for the purpose named in the act, the result was that this law wrought injustice, since its benefits accrued to the rich and not to the poor. The Legislature, therefore, directed that the lands thus reserved should be sold and the fund consolidated. This act, done in most part by men of wealth, was highly commendable, as it was practically a concession by them for the benefit of the poor. Though considerable time was consumed in making the transfer and patenting these lands to the State, yet as early as the years 1852–54, on the journals of the Legislature, will be found the biennial report of the State Superintendent of Public Instruction, with full statistics respecting the school fund, the sales of school lands, the investment of the proceeds, and the apportionment of the interest among the counties according to the number of children of school age. The apportionment, however, was so small, amounting to only thirty cents per capita, that it was probably of little practical benefit anywhere. At first few counties organized so as to put the school system into operation, and only two contributed anything from the county treasury to augment the sum received from the State. By a revision of the common school law in 1853 the apportionments were placed in the hands of county commissioners, who were authorized to take from the county treasury such sum as they might deem necessary for the support of the schools. As these officials were not required to account to any one for their disposition of the fund, it generally happened that it was distributed among the teachers of private schools according as their necessities demanded. It may readily be inferred that in the midst of this chaos of affairs with respect to administration, there was as yet no common school system. But still, even in these years there

was some progress, for though the sales of land might be small, yet they formed the basis of a fund, inviolate and perpetual, which was to increase from year to year and lend more and more help towards the education of the children of the State.

TAXATION FOR THE SUPPORT OF SCHOOLS.

As early as 1852 another movement had been set on foot by the Hon. D. S. Walker, since Governor of the State, and now Judge of the Circuit Court. By him the idea was conceived of a public school for white children that should be sustained by a tax levied upon the property of the city where he resided (Tallahassee). Through his influence such a school was established and successfully conducted, and this is worthy of mention, since it was among the earliest attempts in the South to support schools by taxation.

In 1858 the Superintendent reports that there were 20,855 children of school age; that the amount of interest apportioned to the counties was $6,542.60; and that "a few of the counties were taking hold of the matter of schools and engaging teachers, but usually for a term of only three months." He states it as his conviction that public schools supported by taxation were not only superior to private ones heretofore patronized, but that the cost to the individual tax-payer did not equal half the amount of his former tuition fees; and that in addition to this, and of even greater value, was the fact that nearly all the children were in school. It is evident from the history of Florida during the decade ending with 1860, that a sentiment favorable to free public schools was developing, and that it was in great part checked, or its further growth rendered impossible, by the events of the following years. Still, even during the Civil War, the State and its officers earnestly devised plans and labored for the perfecting of a system of public schools; yet little progress could be made, as the thoughts and energies of the people were absorbed in the conflict impending. In the Constitution of the State framed immediately after the close of the War an article was incorporated which was designed to secure to the schools of the State the income derived from the "school lands." But the turbulent days of reconstruction were unfavorable to the development of any deep interest in education, and, accordingly, no effective legislation with reference to schools was secured until the adoption of the Constitution of 1868, and the passage of the school law of 1869.

THE NEW SCHOOL LAW.

According to this law the State assumed the education of all her children without distinction or preference. The Legislature, as authorized by the Constitution, established a uniform system of common schools. It provided for a superintendent of public instruction, whose term of office should be four years. It ordered the forming of a school fund out of the *following sources:* "The proceeds of all lands that have been or may

hereafter be granted the State by the United States for educational purposes; appropriations by the State; the proceeds of lands or other property which may accrue to the State by escheat or forfeiture; the proceeds of all property granted to the State when the purpose of such grant shall not be specified; all moneys which may be paid as an exemption from military duties; all fines collected under the penal laws of the State; such portion of the per capita tax[1] as may be prescribed by law for educational purposes; and 25 per centum of the sales of public lands which are now or may hereafter be owned by the State." Only the income derived from this fund could be used, and this must be applied to aid in the maintenance of common schools and to the purchase of books and suitable apparatus. The law further provided that there should be an annual school tax of not less than one mill on the dollar of all taxable property in the State; moreover, that each county should be required to add to this for the support of schools a sum not less than one-half the amount apportioned to each county for that year from the income of the common school fund.[2] The income of the fund was ordered to be distributed among the several counties in proportion to the number of children residing therein between the ages of four[3] and twenty-one years;[4] but the neglect of any school district (*i. e.*, of any county) to maintain a school or schools for at least three months in the year should work a forfeiture of its portion of the common school fund during such neglect. It provided also for a board of education, whose duties were to be prescribed by the Legislature.[5]

The school law of 1869 was received with great favor, and no time was lost in putting it into operation. Nearly every member of the Legislature had been, or now became, its earnest advocate, and even before they left for their homes they took steps to initiate the work of organization in every county. The law required that State and county superintendents be appointed by the Governor and approved by the Senate;

[1] By the Constitution of 1886 the fines and the per capita tax, in addition to the county's proportion of the income from the State school fund and the "mill tax," are ordered to form a part of the county school fund, to be disbursed by the county board of public instruction "solely for the maintenance and support of public free schools."

[2] Art. XII, Sec. 8, of the Constitution of 1886 orders that each county be required to "assess and collect annually for the support of public free schools therein a tax of not less than 3 mills nor more than 5 mills on the dollar of all taxable property in the same."

[3] By the new Constitution six and twenty-one years.

[4] Exception was to be made "in favor of small schools in neighborhoods where the number of youth who should attend is small and their average attendance at school ranges high."

[5] This, with a few modifications, is still in force, having proved itself one of the best school laws of this country. It was largely framed by Hon. C. Thurston Chase, State Superintendent of Schools, after he had made a study of the different school systems of the older States, and consulted with some of their most eminent educators and school officers.

that the board of instruction for each county, to consist of five members, be recommended by the representatives of the county and appointed by the State Board of Education on the nomination of the State Superintendent. As soon, therefore, as recommendations for boards of public instruction were received, as provided by law, the appointments were made. Where county superintendents had been appointed and had qualified, organizations were speedily effected. In other cases temporary organizations were formed, and the names of persons suitable for superintendents sent in to the Governor for appointment. Thus, in a brief time, after long years of waiting, Florida inaugurated a system of education.

TIME NEEDED TO DEVELOP THE NEW SYSTEM.

But it must not be supposed that this important movement met with no opposition. To some, any system, or lack of system, when shielded by the usage of years, comes to have a value and sacredness out of all proportion to its rightful claims. Thus it happened that, through bitter opposition on the part of a few, the benefits to be derived from the school law were not speedily realized. The Commissioner for 1870 reports that the new system "has made little or no progress, notwithstanding the ability and utmost endeavors of the newly-appointed Superintendent;" and adds that "education encounters fearful obstacles." Less than one-fifth of the children and youth between four and twenty-one years were then enrolled in the public schools. The Superintendent, in a more hopeful spirit, says that the schools are rapidly gaining favor with the people, and "there is every reason to believe that the system will triumph, and, becoming a part of the permanent policy of the State, will endure to bless through party changes and successive administrations." The agent of the Peabody Fund says of it in 1872: "During the three years of its history it has had unusual difficulties to contend with, but a great advance has been made, and it is gaining rapidly in popular esteem. What some of those difficulties were can be understood when it is known that in many counties in 1869 there was an almost total lack of school-houses; added to this was the small number of competent teachers and the insufficiency of the school funds. One county reports that previous to 1869 "the schools were kept in small cabins, out-houses, and sometimes in dwellings, by itinerant teachers who scarcely ever professed to teach anything higher than Webster's Spelling-Book, and arithmetic as far as compound numbers."

During the years 1868 and 1869 the General Government, at an expense of $52,600, caused some twenty school buildings to be built, which accommodated about 2,500 pupils. In the decade beginning with the year 1870 many of the more prominent towns of the State of Florida (reaching one year to the number of sixteen) received from the Peabody Fund donations for the support of schools, varying in amount from two *hundred* to one thousand four hundred dollars each.

In the report of schools for 1874 (a very able and suggestive paper by the Secretary of State, the Hon. Samuel B. McLin, who was acting Superintendent), the school question is very fully considered. "Half a decade ago," he says, "there were no schools outside a few of the larger towns or cities. We have now nearly six hundred, scattered throughout the State. They are springing up by the highways and by-ways as pledges of future improvement and progress. * * * This is a revolution that cannot go backward. It creates its own momentum. It moves by a power within itself, and strikes out the light and heat of its own vitality." A law enacted in 1872 provided that all elementary schools should be graded, and divided into primary, intermediate, and grammar, and that the branches taught be confined to spelling, reading, writing, arithmetic, geography, and history; but up to 1877 little regard had been paid to the law, except by such schools as were aided by the Peabody Fund. These were uniformly graded and the school year lengthened to ten months. In the years following 1877 the system of grading was rapidly adopted, and it now generally prevails.

The record of the progress made by the public schools, more particularly since 1880, forms a very bright page in the history of Florida. Each year has chronicled a steady advance, and the aggregate results will bear favorable comparison with the educational statistics of any other State. The Superintendent has been able to report a gratifying progress in nearly every particular; in the growth of the schools in public favor; in the increased number of schools and school children; in improved buildings and enlarged funds; in a more intelligent and better instructed body of teachers; in a lengthened school year; and in a ratio of daily attendance which, if correctly reported, probably can not be surpassed in any of the older States.[1]

STATISTICS.[2]

The school statistics during the earlier history of Florida are not very satisfactory, being apparently very incomplete. In 1840, five years before the admission of the State into the Union, there were 18 academies and grammar schools, with 732 pupils, and 51 common schools, with 925 pupils. The census report of 1850 gives the population of Florida as 87,000, of whom 47,000 were whites, and states that there were then 10 academies and 69 common schools, with 3,129 pupils. In 1860 (population 140,000) there were 97 public schools, with 2,032 pupils, and 138

[1] The school year consists properly of three terms of three months each, each month having twenty-two teaching days. In order to receive aid from the State fund the school must be in session for at least three months. Where schools are kept only for this short period in the year (and this until recently has been very generally the case outside of the villages) the ratio of daily attendance is doubtless much higher than it would be if the school were continued throughout the year.

[2] For fuller statistics the reader is referred to the census reports, and to the Annual Reports of the Commissioner of Education since 1867.

academies and other schools, with 4,486 pupils. The income from the school fund was $22,386. In 1872, three years after the inauguration of the school system, with a population of about 195,000, the number of public schools was 400, and the expenditures in support of them $80,000. The permanent school fund amounted to $300,000. In 1880 the population had increased to 269,493 and the number of public schools to 1,131. In 1883–84 there were:

Youth of school age[1]	66,798
Youth enrolled in public schools	58,311
Average daily attendance	35,881
Number of public schools	1,504
Number of school-houses	1,160
Expended during the year for public schools	$172,178
Value of school property in the State	$210,115
Permanent school fund	$429,984

In 1887, as follows:

Youth of school age enrolled		82,453
Average daily attendance		51,059
Number of public schools		2,104
Number of teachers:		
White	1,739	
Colored	579	
		2,318
Expended during the year for school purposes		$449,299.15
Value of school buildings and grounds owned by the State and counties		$521,500.00
Value of school furniture		$29,399.00
Permanent school fund[2]		$500,000.00

By the close of 1888 the number of public schools had increased to 2,249, the number of teachers to 2,413, of whom 620 were black and 1,793 white, while the number enrolled and the average daily attendance remained about the same as stated for the year 1887. The amount received from the school tax, from the common school fund, and from the State one-mill tax, and expended for the support of schools during the year, was $484,110.23. The number of private schools and colleges in the State, as reported by the counties, is 137.

It will be seen that the increase in the number of schools since 1884 is 745. The gain for the same period in the total attendance is over 24,000, and the increase in the value of school property (not reported above for 1888) is not less than $335,000.

[1] The enumeration of children and youth between the ages of four and twenty-one years and also between the ages of six and twenty-one years must be taken every four years by the county tax assessor.

[2] In addition to this there remain 400,000 acres of the lands donated to the State for common schools, which have an estimated value of $1.25 per acre. It should be remembered also that Florida expended, during the Civil War, the principal of her common school fund and seminary funds for "arms, ammunition, and other purposes," and that she came out of the great struggle without other means for the reorganization of her schools than what could be derived from the lands remaining unsold and *from the taxation* of the people for purposes of education.

As an indication of the interest taken in education, it may be said that thirty-four out of the forty-five counties in the State levy the *maximum* tax of five mills toward the support of schools.

PRESENT OUTLOOK.

Much of the credit for this remarkable advance in public school education since the beginning of 1884 is due to the Hon. A. J. Russell, the present efficient Superintendent of Public Instruction. In a paper prepared by him in 1886, he makes use of the following language: "Thus we have reached a climax of which the people may be gratefully proud, and confidently hope for the very best results upon the next generation of its citizens. School-houses, suitably furnished, are now scattered in neighborhoods in most of the counties, while there is not a county in the State not organized in accordance with the school law, having good schools in operation for both white and colored children, the latter receiving the self-same provisions for their tuition as the former."

In his annual report for 1887 to the Governor he says: "There has been a steady growth of interest throughout the State in the public schools, a constant advance in their efficiency, while a most healthful *esprit de corps* animates the teachers as a rule, a result of which is that much better work has been accomplished. Patrons are becoming more identified with the schools and manifest a deep and lively interest in their encouragement and success.

"It can be safely said there are but few children who live in isolated places now in the State to whom the door of the school is not opened without fee or hinderance, of any race or condition of the population, and there is every reason for believing there are comparatively very few of the youth of school age who are not able to read.

* * * * * * *

"While the people of Florida may congratulate themselves upon their school system, there are localities where great room exists for improvements and progress, but I find the spirit and desire for such advancement present with all concerned, and I have no fear but in a short time these counties will move upon the line and take their places in the front rank.

"The increase in the number of schools is very gratifying, also the increase in the number of teachers employed. New and neat, comfortable school-houses have been built all over the State, new and modern improved sittings have been supplied, and much closer attention is given in many parts of the State to the hygiene, ventilation, and light of the school-room and grounds."

SCHOOL OFFICERS AND THEIR DUTIES.

The *State Superintendent of Public Instruction*, who was formerly appointed by the Governor with the consent of the Senate, is now elected

quadrennially by the qualified voters of the State. He is required to have the oversight, management, and charge of all matters pertaining to the public schools, school buildings, grounds, furniture, libraries, text-books, and apparatus; to furnish school officers with the necessary blanks for official returns; to provide plans and specifications for constructing and furnishing school buildings; to call meetings of county superintendents and other school officers; to grant certificates to teachers, and fix the grades and standards of qualifications; to apportion to each county its share[1] of the school funds of the State; to decide questions of appeal, or refer the same to the Board of Education; and also to preserve educational and historical documents and specimens of natural history.

The *State Board of Education* is a corporate body, with full power to perform all corporate acts for educational purposes. It is composed of the Governor, Secretary of State, Attorney-General, State Treasurer, and State Superintendent of Public Instruction,—the Governor being president and the Superintendent of Public Instruction, secretary. It has charge of the school lands and school funds of the State; to it is intrusted the organization of the State University; it audits the accounts of the Superintendent, removes subordinate officers; and to it the Superintendent refers questions and appeals. It has also a co-operative power in the organization of the department of instruction for the diffusion of knowledge throughout the State.

Each *county board of public instruction*, of which the county superintendent is secretary and agent, is also a body corporate, and may take and hold real and personal property for educational purposes. It has charge of all school property in the county; locates and maintains schools when needed; examines candidates, and grants teachers' certificates which are valid in the county.

The *county superintendent*, who is now chosen by the people, is "the necessary agent between the State Superintendent and the county schools, and in his hands are the details of the whole organization. He is the medium through which all the operations of the entire system are carried on." He must familiarize himself with the needs of all the schools in the county, confer with and aid the teachers in their work, advise with the patrons of each school about the selection of suitable persons for trustees, over whom also his supervision extends. He is required to visit the schools in the county at least once during each term, and to him is often delegated by the county board the examination of teachers and other duties belonging to said board.

District trustees are appointed by the county boards, and have like charge and responsibility within their narrower spheres. It is their

[1] The Superintendent apportions the interest on the school fund among the counties according to the number of children of school age, but the county boards apportion according to the average attendance of pupils between the ages of six and twenty-one years. By law of February, 1885, the tax collector pays over to the county treasurer the "mill tax," to be disbursed with the other school funds.

duty to visit the schools within their jurisdiction at least once in each month, and make quarterly reports to the county superintendent of their condition and efficiency; to co-operate with the teacher in maintaining order, and to suspend or expel pupils for misconduct. Usually a single school selects three trustees, but ofttimes but one, and for groups of schools from two to five trustees are sometimes appointed. Their appointment is made on the recommendation of patrons, and their term of office cannot exceed four years.[1]

In choosing teachers, whenever the selection is not made by the trustees, it is customary to give notice to the patrons of the school that an election for that purpose is to be held. The candidate who receives the most votes is selected, unless he or she is found to lack the requisite qualifications. In cases where differences arise between school officers and teachers the matters in dispute are submitted to arbitration, or an appeal is taken to the county board, from which an appeal may be made to the State Board. The authority to grant teachers' certificates is vested in the State Board, Superintendent of Public Instruction, county boards, and county superintendents when authorized by county boards. The certificates received from the county boards are valid for one year in the county in which they are granted. Certificates issued by the State Superintendent are of three grades, and are valid in any part of the State for the time specified therein. A diploma from a normal college confers equal privileges and power. The laws of Florida require that "teachers licensed by State or county authorities must teach deportment and morals, and must inculcate the principles of truth, honesty, and patriotism, and the practice of every Christian virtue, and they may give instruction one half-day in each week in some branches of needle-work and manual labor."

HE EDUCATION OF THE FREEDMEN.

Among the first agencies employed in the effort to educate the freedmen were two which were under the control of colored people in the Northern States, and were known as the African Civilization Society, and the Home Missionary Society of the African M. E. Church. These societies established schools at different points in the Southern States, a few of which were opened in Florida, and were of much value in laying the foundation for the education of the colored race. Other northern societies had their representatives here, the New York branch of the American Freedmen's Union Commission being foremost. Through these different agencies about half of the colored schools of this period

[1] According to the Constitution of 1886, "the Legislature may provide for the division of any county or counties into convenient school districts; and for the election biennially of three school trustees, who shall hold their office for two years, and who shall have the supervision of all the schools within the district." It may provide, also, for the levying of a limited district school-tax whenever the qualified electors who pay a tax on real or personal property shall vote in favor of such levy. "Any incorporated town or city may constitute a school district."

were sustained. Nearly as many more were taught by freed persons who had acquired a little learning in their bondage, and were anxious to elevate the condition of their race. In all, some thirty colored schools were in successful operation at the close of 1865. In January, 1866, a bill was introduced into the Legislature providing for the education of the children of the freedmen, and levying a tax of one dollar each upon "all male persons of color between the ages of 21 and 45" years, and a tuition fee of fifty cents a month to be collected from each pupil. As soon as this became a law, a commissioner was appointed by the Governor with authority to organize colored schools, and enlist in his work the co-operation of all good citizens. This officer was everywhere welcomed and aided by the planters of the State; and during the first year he organized twenty day schools and thirty night schools. The latter were intended specially for adults, who often formed weird groups as they studied their books around the changing and uncertain light of the pine fire. There were enrolled in these schools 2,726 pupils, and, in addition, as many as 2,000 were thought to be receiving private instruction. In this movement for the education of the freedmen Florida is believed to have taken precedence of all the other Southern States.

During 1866 and 1867 the number of colored schools rapidly increased. The freedmen, in many instances, erected school-houses at their own expense, and heartily seconded the action of the Legislature. And just at this point the Freedmen's Bureau proved itself the efficient friend and ally of the colored people. This it did, principally, by aiding in the promotion of "school societies," whose object was to acquire by gift or purchase the perfect title to eligible lots of ground for school purposes. Each of these lots, not less than an acre in extent, was to be vested in a board of trustees. The Bureau also supplied lumber and other materials necessary to the construction of school buildings. This work was ably seconded by many landed proprietors, who furnished school lots and otherwise rendered moral and material support. But this prosperity was soon checked by reason of the "hard times," and the unsettled political condition of the State which followed after the War. For the four years from 1865 to 1869 the largest number of schools was seventy-one and the largest number of teachers sixty-four. Of the teachers one-half were white. The average number of pupils in attendance was thought to be about 2,000. The studies were "the alphabet, easy reading, advanced reading, writing, geography, arithmetic, and higher branches. The cost of these schools was reported to be, for 1867, $21,000, and for 1868, $19,200, of which amounts $600 were contributed each year by the freedmen. At a later period we find the Freedmen's Bureau rendering aid by paying a rental of ten dollars each on seventy-five school-houses, which were scattered through nine counties. In reality this money was devoted to the payment of teachers' salaries.

In the common school law of 1869 no reference is made to the complexion of the children for whom it was framed, and henceforth it be-

came the business of the State to see that equal school privileges were accorded to the two races. That progress among the colored people was for many years slow is evident from the annual school reports. The teachers employed were largely men and women of their own race, who, having had very inadequate opportunities for education, often brought the schools into disrepute. But, as the years passed, one improvement followed another, until, as early as 1878, the Superintendent reports that the colored people expressed themselves satisfied that justice had been done them. To-day their children are taught in separate schools, but they have the same help from the school funds, the same supervision, and are subject to the same regulations as those of the white race. Teachers' institutes and normal schools have been provided for both, but it is yet too soon to expect that in general the qualifications of the colored man will compare favorably with those of the white man. As the former is still the teacher of the colored children, these must to a certain extent suffer loss. It is to be hoped, however, and from the superior advantages now offered to colored teachers it is fair to conjecture, that this inequality will ere long be remedied.

Secondary Colored Schools.—Lincoln Academy at Tallahassee and Union Academy at Gainesville were the first schools established with the view of furnishing instruction to colored youth in advanced studies. Some time after their organization an appeal was made to the agent of the Peabody Fund to contribute to their support. This was granted, and at first $300 was given annually to each academy, but on the condition that it should be used principally for the training of teachers. After 1879 the amount was increased to $400, and this, or the former sum, continued to be donated for many years. In 1881 Lincoln Academy had an efficient corps of teachers, consisting of a principal and four assistants, with two hundred and fifty pupils, and the school year extended through nine months.

The Legislature of 1886 ordered the establishment of a normal college for colored youth. This was opened in Tallahassee in 1887. Its history will be given in connection with the normal college for whites. Probably the best equipped colored school in Florida is the public school in Jacksonville. In addition to its regular work an industrial department has been recently added. This was brought about as follows: During 1887, through the earnest efforts of the State Superintendent, seconded by the county board of Duval County and the colored people of the City of Jacksonville, the necessary steps were taken to secure from the agent of the Slater Fund an annual appropriation of $1,000 to be used for the teaching of the industrial arts. Through the commendable enterprise of the colored people a suitable building was speedily erected on the grounds of the graded school above referred to, and this was opened for instruction in October a year ago. "Eight sets of wood-working tools were procured, work benches built, and everything in readiness. A teacher was employed, a white man, a practical archi-

tect and draughtsman, and mechanic and builder, and of excellent character and qualification. Instruction in the nature and use of the various tools, and in the working of wood was commenced for the boys on the first floor; and the girls were taken to the second floor, where needle-work, cutting, darning, and other needful work of the kind are taught, and where it is designed that cooking, laundry work, and other things qualifying the good housewife shall be taught." Two hours each day, so appointed as not to interfere with his studies in the school, are spent in this way by each pupil, and the results have already been most satisfactory. This, it is hoped, will be but the beginning of the adoption of industrial training in the schools of the State.

Cookman Institute—A normal and biblical school for colored students.—This Institute was founded and is sustained by the Freedmen's Aid Society of the Methodist Episcopal Church. Its mission is set forth in the following language: "The public schools need a better class of teachers, and the pulpits a more intelligent ministry. * * * Cookman Institute supplies a great want of many of the colored people whose future largely depends upon our efforts. We have enlarged our plans to meet the demand and hope to fill teachers' positions and pulpits with more efficient workmen." The president of the school says: "Our graduates honor themselves in their success in life, and show what education will do for the people when extended courses of study are pursued. The lawyer, the doctor, the minister, comes to be a man of power when he avails himself of such facilities for study."

The school, which is open to both sexes, was founded in 1872, in Jacksonville, and had as its object the education and elevation of the needy and neglected masses among the freed people. Since its founding it has made a great advance in the quality of the instruction given and in its courses of study. The growth of its material interests has been no less pleasing. Beginning in a "little old church," it finds itself to-day in a commodious brick building, free of debt, which is capable of accommodating 50 boarders and 150 day pupils. The school year continues through nearly seven months, viz, from the second week in October to the close of April. The number of pupils in attendance during the year 1886–87 in the academic and normal departments was 167. The courses of study seem well adapted to the needs of the pupils. There is a thorough course in English, a course in history, and a four years' course in the following branches: In mathematics, ending with the sixth book in geometry; in Latin, in which the most advanced authors read are Cicero and Virgil; and in descriptive and physical geography, to which latter are to be added the primary principles of botany, geology, mineralogy, and natural history. Besides these studies there are in the curriculum political economy, pedagogy, mental science, philosophy, and rhetoric. The necessary expenses for tuition and board are very small, and none who have an ambition to obtain an education *ought to feel* debarred on this account. The president, Rev. S. B. Dar-

nell, has been at the head of the Institute during the whole of its history, and deserves much credit for his wise management of its affairs. There are seven others associated with him in the board of instruction.

A college for colored youth has also been established, by the Baptist Missionary Society of the North, at Live Oak, in Savannah County, which is said to be doing good work. Besides its aim to furnish a literary education, it insists that its students shall pursue an industrial course of study.

The Congregational Church has interested itself in a like work, and has established near Lake City the "Florida Normal and Industrial College." This school was opened in 1886, and a colored man placed at its head.

TEACHERS' INSTITUTES.

The training of teachers is now recognized as one of the most important educational agencies in the State. Since the organization in 1879 of the first teachers' institute they have rapidly grown in favor, and their beneficent effects are seen in a greatly improved corps of teachers, whose laudable ambition is "to excel in everything that tends to make a real teacher." Generous appropriations have been made by the Legislatures to defray the expenses incident to holding the institutes, and the State Superintendent has, since 1880, visited annually many of the counties and personally organized and conducted them. In February, 1886, a State Teachers' Institute was held and a State association organized. At the Florida Chautauqua, held each year since 1885 at De Funiak Springs, much profitable instruction has been given to a large body of the teachers of the State. The subjects have related to the most important methods of teaching, and the lecturers have been some of the most eminent men who to-day adorn the teachers' profession.

In June, 1887, the State Superintendent organized a corps of five instructors, who for a period of sixteen weeks successfully conducted teachers' institutes in thirteen counties. At the head of these instructors was Prof. H. N. Felkel, and in his report to the Superintendent he states that their work "has resulted in giving a new impetus to educational thought in our State;" that the citizens generally are disposed to foster it, and that "the trustees and patrons by attending these institutes will better understand what a teacher's qualifications should be, and in this way it will come that only true merit will be recognized. * * * These teachers receive in the institutes suggestions on the most approved methods of instruction, and are thus enabled to incorporate them in their work. In the second place, by this means, a uniformity in school-room work is secured throughout the State, a fact which can but result in benefit. And lastly, but most important perhaps, these meetings attract attention to the schools and thereby stimulate that interest in education which is so much to be desired, and which could not be accomplished so well in any other way."

NORMAL SCHOOLS.

In taking the initiatory steps for the training of teachers Florida was greatly assisted by the Peabody Fund. In 1877, through aid from this fund, provision was made for three scholarships in the normal department of the Nashville University. Two years later five scholarships were added, and in 1880 the number was increased to ten, each scholarship drawing an annual income of $200. These were for the benefit of white students. In addition aid was offered to schools that would maintain a normal department. In the course of ten years $52,650 were donated by the agent of the Peabody Fund to schools in Florida, a large portion of which was definitely set apart for the training of teachers.[1] All schools receiving this aid were required to have an enrolment of a hundred pupils, with a teacher for every fifty. The average attendance must be not less than eighty per cent. of the whole number enrolled, and the school year must continue through ten months.

The first normal class for whites appears to have been formed in the East Florida Seminary at the close of 1879 or beginning of 1880. In the latter year the seminary was organized as a State normal school. It offered free tuition to one student from each legislative district. In 1881–82 forty students were enrolled in the normal course. In 1883–84 there were normal departments in both the East and West Florida Seminaries, besides the normal schools for colored teachers at Tallahassee and Gainesville.

A very flourishing Normal School and Business Institute has been established at White Springs, in Hamilton County, of which Professor J. L. Skipworth is president. This is an incorporated institution (act of June, 1887), and it has already an attendance of one hundred and fifty pupils.

Normal classes are now conducted in a large number of the colleges and secondary schools, and instruction is given in the most improved methods by experienced teachers. At the session of the Legislature in 1887 provision was made for the organization of two normal colleges—one for each race. In October of the same year these colleges were opened and put in operation, the one for white students at De Funiak, in Walton County, and the one for colored students at Tallahassee. The president of the former, Prof. H. N. Felkel, writes that "the initial term began October 5, 1887, with an attendance of sixteen students. There were accessions from time to time until, at the end of the fifth month, there were fifty-seven matriculates. * * * There are

[1] In 1884 the sum of $1,500 was given from this fund on the condition that it should be expended upon teachers' institutes and public schools. But at the meeting of the trustees of the fund in 1885 the usual donation to Florida was denied "upon the alleged ground that the State refused to pay either principal or interest on certain funds held by the trustees, said to be bonds of the State of Florida."

A full statement of the position taken by the State is given in the report of Hon. *Henry R. Jackson to* the Trustees of the Peabody Fund, a copy of which appeared in *the "Annual Trade* Number, 1886," of the Jacksonville Times-Union.

at present three instructors—a president and two assistants." A year later it is reported to have seventy-five students and to be doing most excellent work.

The president of the colored normal, Prof. T. De S. Tucker, gives the following history of the college: "Up to the assembling of the convention of 1885, which framed the present organic law of the State, there was a growing conviction in the public mind that the colored people of the State should be given the advantages of an education higher than that furnished in the common schools. This found expression in an article in the Constitution providing for the establishment of a normal school for the race. * * * The benefits of the institution are open to persons of both sexes ranging from sixteen years and upwards. The first session began on the 3d of October last with an attendance of fifteen scholars, who had successfully passed the examination requisite to admission. There are now (February, 1888) enrolled thirty-nine,[1] with an average daily attendance of thirty. About half as many as the enrolled number have been rejected, owing to failure to pass the examination. In every respect the school promises splendid results. The race for whom it is established not only prize it, but have already learned to esteem it as a potent factor to their elevation. The scholars are delighted with the facilities for higher training which they enjoy, and are making very commendable progress in their studies. As yet we have representatives from only six counties, but the indications are that by next session we shall have students from nearly every section of the State."

The Superintendent in his report speaks very highly of the heads of these colleges, and says of the latter that he understands fully "the needs of his race."

The course "consists of two years in the art of teaching and imparting instruction." Diplomas are granted to the graduates, who are thus made licentiates of instruction. "These diplomas constitute life certificates of the first class in the State of Florida. An academic, or preparatory course, which is the same in both institutions, is also given, so that students who have not been well prepared in their academic work may be thoroughly prepared to enter upon the college course."

The studies in the colored normal college, though equivalent, differ in some respects from those pursued in the normal at De Funiak. Besides being qualified educationally to enter upon school work, the graduates from both colleges will be well versed in improved methods of teaching, in hygiene, in ventilating, lighting, and beautifying the schoolroom, and in "making it a place to win the esteem and affection of the pupil and command the respect of the patrons."

Both of these schools have been supplied with modern furniture, "with globes, atlases, blackboards, and all other requirements for first-class work. A new building has been erected for the use of the colored normal, a simple Grecian temple, cruciform in shape, having three distinct

[1] *The number was increased to* fifty-two before the close of the academic year.

departments for study and recitation. A college building was furnished the white school at De Funiak."

ACADEMIES AND HIGH SCHOOLS.

At the close of the War, or soon thereafter, most of the old academies, which were formerly managed by boards of five to nine trustees, ceased to exist. Subsequently some of them were revived and conducted as free schools, though not always with success. Jefferson Academy, at Monticello, which survived the War, adopted the free school system and so continued for ten years (being aided by the Peabody Fund), but in 1877 it reverted to the old system of tuition fees.

In 1875 there were reported to be twelve high schools, aside from the East and West Florida Seminaries. Their curriculum embraced "Greek, Latin, chemistry, natural philosophy, astronomy, physiology, botany, and the higher branches of arithmetic." In the annual report for 1878 the number of high schools is placed at fifteen. It is doubtful if more than one or two of these compared favorably with schools of like name in the older States. Exception should be made in the case of the high school at Jacksonville. This was established in 1877, and has now an enrolment of about one hundred pupils. It has two courses of study, an English and a classical, each extending through four years, and in the quality of instruction, and in the advanced studies pursued, it is scarcely inferior to the colleges of the State. Still, it does not affect a college course. The most advanced branches taught are, in mathematics, trigonometry; in Latin, Virgil's Æneid and Cicero's Orations; in Greek, Xenophon's Anabasis and Homer's Iliad. It has a course of one year in history and of two years in French. To all who complete either course of study and obtain an average of excellence equal to 75 per cent. diplomas are awarded. Two honors are also assigned, and two medals awarded each year for excellence in scholarship and deportment. Free tuition is given to all pupils resident in the county; others are admitted by the payment of forty dollars annually.

PUBLIC SCHOOL LANDS.

In the famous Ordinance of 1787, setting apart "Section 16 of every township" for the maintenance of public schools, there is this memorable declaration: "*Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged.*" By this ordinance there was also set apart not more than two complete townships of land in each State, to be given perpetually for the purposes of a university.

Besides the sixteenth-section lands which Florida received, Congress enacted in 1823 "that an entire township in each of the districts of east and west Florida shall be reserved from sale for the use of a seminary of learning, to be located by the Secretary of the Treasury." Again, in 1845, when Florida became a State, Congress voted "two entire town-

ships of land in addition to the two townships already reserved," in consideration "of the concessions made by the State of Florida in respect to the public lands." By act of Congress, in 1841, five hundred thousand acres of the public lands were added to her school fund. In 1862 Congress appropriated to the several States thirty thousand acres of the public lands for each Senator and Representative in Congress, for the purpose of establishing a fund for the endowment of agricultural colleges.

In the Constitution of Florida adopted in 1865, we find under "Education" the following:

"SEC. 1. The proceeds of all lands for the use of schools and a seminary or seminaries of learning shall be and remain a perpetual fund, the interest of which, together with all moneys accrued from any other source applicable to the same object, shall be irrecoverably appropriated to the use of schools and seminaries of learning, respectively, and to no other purpose.

"SEC. 2. The General Assembly shall take such measures as may be necessary to preserve from waste or damage all lands so granted or appropriated for the purpose of education."

Altogether there have been donated out of the public domain in Florida, for the benefit of common schools, 908,503 acres; for the endowment of a State college or university, 92,160 acres; and for the endowment of two seminaries, 85,714 acres.

HISTORY OF THE SEMINARIES AND COLLEGES.

"The men who laid the foundations of our institutions were not guilty of the absurdity of supposing that any system of elementary education, however excellent, could long thrive, unless there were vitally joined with it, as part of the same system, provisions for a broad and generous higher education."[1]

The first step taken by Florida towards the establishment of schools for higher education is found in the act of the Legislature January 24, 1851, in which it is provided that "Two seminaries of learning shall be established, one upon the east, the other upon the west side of the Suwannee River, the first purpose of which shall be the instruction of persons, both male and female, in the art of teaching all the various branches that pertain to a good common school education; and next, to give instruction in the mechanic arts, in husbandry, and agricultural chemistry, in the fundamental laws, and in what regards the rights and duties of citizenship." "Lectures on chemistry, comparative anatomy, astronomy, and the mechanic arts, agricultural chemistry, and on any other science or any branch of literature that the board of education may direct, may be delivered to those attending the seminary in such manner, at such time, and on such conditions as the board of education may prescribe."

[1] From the American Educational Annual, Vol. I, 1875.

This act was followed by others in 1853, 1857, 1861, 1862, and 1866—all having reference to provisions for these schools which were established, the one at Tallahassee, the other at Ocala,[1] and which continued up to the formation of the State Constitution of 1868, and practically for a decade following, the only public educational institutions of higher grade than common schools. In 1862 the Governor was authorized to create a board of education consisting of six persons besides the county superintendent of schools, who was to be secretary and member *ex officio*. This law has since been modified and now reads substantially as follows: There shall be appointed by the Governor, by and with the consent of the Senate, seven persons, not more than three of whom shall be residents of the town or county in which the seminary is located, for each of the two seminaries of learning as members of a board of education, who shall hold their office for four years, and the members of said board of education shall annually elect one of their number as secretary, and one as president. The treasurers of the counties in which the seminaries are situated shall be, respectively, by virtue of their office, treasurers of the board, and each shall give such security for the faithful performance of his duty as the board for which he is treasurer may require of him.

Among the powers intrusted to this board were the following: The appointment of principal and assistants; the establishment of an experimental school in connection with the seminary; the purchasing of grounds and the erection of suitable buildings, and furnishing them with apparatus, books, and all necessary appliances, and the providing instruments of husbandry and mechanical tools. They were to establish rules and regulations for the admission of pupils; appoint annually a board of visitors, who were to report to the State superintendent; provide courses of lectures upon chemistry, comparative anatomy, etc., and upon any science or branch of literature that they might think best adapted to advance the interests of the seminary. The control of all funds belonging to the seminary was placed in their hands, and no money was to be drawn from the treasury except "upon the warrant of the comptroller, issued in pursuance of a certificate of the board of education, signed by their secretary and countersigned by their president." Other and enlarged powers were conferred upon this board, making it a body corporate and empowered to "purchase, have, hold, possess, and enjoy" goods, chattels, and effects of every kind, and grant, alien, sell, invest, and dispose of the same; "provided the same be not repugnant to the Constitution and laws of this State or of the United States." In brief, to this board was intrusted the supervision of the entire interests of the seminary.

It is made the duty of the county commissioners of each county to select the candidates for admission to the seminaries. The number of these is in proportion to its representatives in the State Assembly, each county being "entitled to as many free students as it has members in

[1] See below.

the lower house of the Legislature." Other pupils are admitted at a reasonable rate of tuition.[1] The State Superintendent is required to visit each seminary at least once a year, and embody in his annual report to the Governor a statement of its condition, its "prospects, progress, and usefulness," in order that this may be laid before the Legislature at each regular session thereof.

EAST FLORIDA SEMINARY.

In 1848 the Governor of Florida requested the citizens within each county east of the Suwannee River to say how much in lands, buildings, or funds they would give to secure the location of the seminary within their bounds. In reply, the citizens of Marion County agreed to give sixteen lots, located in the city of Ocala, with a building erected thereon, and $1,600 in money. Accordingly, by act of 1852 Ocala was selected, and the seminary was opened in the following year. Here it remained until 1866, when by act of Legislature it was removed to Gainesville.[2] The object designed by this removal seems hardly to have been attained, for the fact still remained that the income of the seminary fund was expended in maintaining a *local* high school, the counties within the legal territory of the seminary very rarely taking advantage of the privilege accorded to them of sending pupils free of charge for tuition.

Superintendent Edwin P. Cater, A. M., who has for many years been the efficient head of the seminary, makes the following contribution to its history:

"During the period of Florida's territorial organization the General Government donated two townships of land for the purpose of establishing a seminary of learning, and, when the Territory became a State, two other townships were added to the original donation. * * * About three-fifths of these lands have been sold and the proceeds ($91,000) invested in State bonds, the interest of these bonds constituting the present income of the two seminaries. * * * Up to the year 1877 the seminary was little more than a public school for Gainesville. At that time certain improvements were inaugurated, the school was thoroughly graded, and the foundation laid for steady progress in all respects. The age of the students ranged from four to twenty-four years, and the range of studies was correspondingly great. Since then the policy has been to gradually drop the lower classes and in the same

[1] See below in regard to tuition in the West Florida Seminary.

[2] The Constitutional convention of 1885 decreed that Ocala should be reimbursed for the damage to her interests occasioned by the removal of the seminary, and the Legislature of 1887, in order to settle and pay this claim, made an appropriation of $5,400, and directed that it should be used "for the erection of public school buildings and the purchase of apparatus necessary for carrying on graded schools." One thousand six hundred dollars of this appropriation was voted by the town of Ocala to assist in defraying the expense of a building for the colored school, now known as the Howard Academy. The balance is invested, and is to be used in maintaining a high school for white pupils.

proportion raise the age limit, so that at present no students are received under thirteen years of age. The number of classes is now limited to four, and the course of study embraces the following branches, viz: In mathematics, arithmetic, commercial arithmetic, algebra, bookkeeping, and plane geometry; in science, descriptive geography, history of the United States, physiology, physical geography, elementary physics, and elementary chemistry; in English, spelling, reading, grammar, elocution (including the study of authors), and rhetoric; in ancient languages, a three years' course in Latin and a two years' course in Greek. In writing and drawing there are daily lessons. There are also in the curriculum, as stated in the annual calendar, general history, plane trigonometry and surveying, geology, and botany.

"There are three examinations during the annual session: (1) The entrance examination at the beginning of the session, to determine the classification of candidates for matriculation; (2) the intermediate examination of classes at the close of the first term; (3) the final examination at the close of the session.

"Since 1883 the school has been strictly military in its organization and government, and the military department has been under the charge of an officer of the United States Army, detailed for that purpose by the Secretary of War. At the same time the military duties of the students are not allowed to interfere with their academic work, but all drills, etc., occur in the afternoon at the close of the regular school work. The hours spent at Northern military schools in the heated drill-rooms are here spent in the open air, with all nature's resources supplementing the art of man.

"The seminary has a full equipment of infantry arms and accoutrements; and also two three-inch steel rifled guns for instruction in artillery drill.

"This institution is a *school*, not a *college*. The design of its course of study is to prepare boys and young men for admission into university classes, or for entrance at once upon the active duties of life.

"Of the twenty-eight counties which constitute its legal territory, twenty-one have representatives now in school.

"Up to 1883 the building consisted of a wooden structure badly designed and poorly constructed. There are now two buildings, one a handsome brick edifice, of the most approved style of school architecture, the other of wood, 197 feet long and 92 feet wide, built in the form of a quadrangle, enclosing an open court 150 feet long and 50 feet wide. This latter building is the barracks, or dormitory, and all teachers and non-resident male students are required to live in it.

"The seminary is entitled by law to grant diplomas and to confer degrees. On completion of the English course the English diploma is given, and on completion of the other courses, viz, the commercial, classical, and scientific, appropriate diplomas are given. In 1882, when these diplomas were first granted, there were three graduates; in 1883, five; in 1884, *one; in 1885, four*; in 1886, seven; in 1887, seven; and in 1888, eleven.

EAST FLORIDA SEMINARY, GAINESVILLE, FLA.

"The seminary has maintained for a number of years a normal department, the State making a special appropriation therefor. In this any white person of sufficient educational attainments and sixteen years of age, by agreeing to make teaching a profession, has been granted free tuition in classes which were independent of the regular seminary course. As the new Constitution of the State provides for separate normal schools this department has been discontinued.

"In consequence of the increased requirements for admission there has been a marked reduction in the number of pupils in attendance at the seminary, but full compensation in the age and advancement of those enrolled. During the past academic year—the 35th since its founding—the average of the actual daily attendance was 75.30, and the whole number enrolled ninety-three. The average age of the seventy-nine male students was seventeen years, and of the fourteen female students sixteen years.

"Notwithstanding the epidemic of 1888, which delayed for two months the opening of the school year of 1888–89, the superintendent reports in March, 1889, that the institution is prospering beyond their expectations; that there is a slight decrease in the number enrolled, but that among the students there are representatives from South Carolina and Texas.

"In the academic building there is a room devoted to the library.[1] This now contains between 800 and 1,000 volumes, all said to be works of solid merit."

The board of instruction and government consists of seven members, who have proved themselves very efficient in their several departments. To the president the prosperity of the seminary is eminently due. Colonel Cater was born in Columbia, S. C., and is a descendant on both ancestral lines from clergymen of the Presbyterian Church. He was graduated from Oglethorpe University, Georgia, in May, 1861, and a month later entered the Confederate army, in which he served until the close of the War. From that time on he has devoted his life to teaching, meeting with uniform success, first as principal for four years of academies in Tennessee, and then for seven years at the head of higher or collegiate institutions in Georgia. In June, 1887, he was called to the principalship of the East Florida Seminary, which position he has since held. Throughout his career as a teacher he has so distinguished himself as to win from the most eminent friends of each institution over which he has presided

[1] There has been and is still a great lack of good public libraries in Florida. In 1850 there were no college libraries, no student libraries, only one public school library with a list of 200 volumes, and two State libraries with an aggregate collection of 4,000 volumes. During the next twenty years a gratifying advance was made, so that in 1872 there were reported to be seventy-five public libraries with 25,374 volumes, and one hundred and seventy-eight private libraries with 87,554 volumes. In Bowker's Library List, published in 1887, the number of volumes in the public libraries is stated to be 26,660; but this publication eliminates minor libraries of under a thousand volumes.

the highest encomiums respecting his character, scholarship, and ability as a manager and disciplinarian. His most important work has been done in connection with the East Florida Seminary. He found it merely an ungraded public school without reputation, and miserably housed. It has now commodious and suitable buildings, and is patronized by the entire State; and, as the record shows, is doing excellent educational work.

WEST FLORIDA SEMINARY.[1]

On November 24, 1856, it was resolved by the board of trustees of the Florida Institute (owned by the city of Tallahassee) that the intendant address a letter to the President of the Senate and Speaker of the House of Representatives of the State of Florida, offering to the said Legislature on and in behalf of the city of Tallahassee $10,000 as an inducement for the location of the State seminary in said city, the seminary edifice (then in use of the Florida Institute) with its appliances to be given at an appraised value, and the rest to be paid in money. The city also agreed to pay $2,000 annually for the tuition of the children of Tallahassee.

The tender was made and accepted, and on the 27th of March, 1857, the property and school, known as the Florida Institute, was turned over to the board of education chosen for "the Seminary West of the Suwannee River." On December 23, 1857, this board authorized the purchase of the lots adjoining the seminary property. The property above enumerated embraces about nineteen acres, on which there is a two-story brick building, the whole being worth about $10,000.

Up to June 14, 1858, only males had received instruction. On that day it was resolved, "That the Board provide for the instruction of females from and after the 1st day of October next." August 28, 1858, the board accepted a deed of conveyance from the president of Leon Female Academy of two lots in the north addition of the city of Tallahassee, and the seminary has ever since maintained a female department. This department was conducted in the building just referred to, separately from the male department, until October, 1882, when the two were merged. From that date to the present time the males and females have been taught in the same building and classes. This "Seminary West of the Suwannee River" (popularly known as the West Florida Seminary) has been in operation from February, 1857, except that the male department was suspended about one year during 1862–63. Supported by the interest from the seminary fund and a fund given by the city of Tallahassee, as also by tuition fees until 1869, it was able to offer good facilities for instruction, and did in fact for many years sustain an excellent local reputation. For some time after the War aid was given to it from the Peabody Fund, and occasionally, as

[1] *Much of* this sketch of the West Florida Seminary is collated from a paper *furnished me by its* president, Col. George M. Edgar, LL. D.

would appear from the report of 1878, the county board of public instruction contributed towards the payment of the teachers' salaries. In 1877–78 there were one hundred and twenty students of both sexes in attendance, but in 1880, by reason of the increased requirements for admission, the number was greatly reduced. During the year 1883–84 there was a corps of seven professors and seventy-four matriculated students, only eighteen of the latter being beneficiaries, who had been sent from seven counties within the legal territory. At that time the academic buildings were enlarged, new school furniture procured, and the appointments of the school in many ways improved. It was in the above named year that the West Florida Seminary was organized as the literary college of the Florida University, but this coalition was of brief duration.

"The assets of the seminary are as follows: $45,000 in bonds, drawing interest at the rate of 6 and 7 per cent., and about $15,000 in real estate. Besides this, it is the residuary legatee of the late Judge J. D. Westcott. It is not known yet what amount will be realized from this source, but I should say not less than $30,000. Six per cent. on that amount has been received the past year, and we expect to receive more next year. Further, the seminary owns a half interest (the East Florida Seminary owning the other half) in 30,000 acres of land, much of which is valued at $5 per acre. The institution may be safely estimated to be worth from $115,000 to $120,000. The $45,000 to which I refer is half of the proceeds from the sale of the seminary lands donated to the State by Congress in 1823 and 1845, of which grants 30,000 acres remain unsold.

"For several years the institution did not flourish, but recently it has revived, and the attendance in 1887–88 was 50 per cent. greater than in the preceding year, viz: seventy-four pupils. It is expected that there will be a still greater increase in the near future. The appliances of the seminary for instruction are not adequate to its wants, but the management hope to be able soon to add to them. Tuition in the seminary is free to all Florida youth. The institution has power to confer degrees, and its charter is ample in its provisions for the maintenance of a university. We have now two college classes and two high school classes."

Dr. Edgar was called to the presidency of the institution in August, 1887, and from a report made by him to the Superintendent of Public Instruction in the ensuing December I extract the following:

"After a careful examination into the condition of the seminary it seemed to me that the institution was neither subserving the main purposes for which it was established, nor was it, in a proper sense, organized upon a 'collegiate basis,' as authorized by the act of 1861, though teaching a nominal collegiate course in connection with the common school branches. It appears, however, from the secretary's books that the annuity of the institution had never been adequate to provide for efficient technical instruction in the mechanic arts and husbandry, and that instruction in pedagogics had only been maintained by legislative appropriations which the last Legislature discontinued.

"Under these circumstances I recommended to the board of education to limit the scope of instruction in the seminary for the present to high school and collegiate courses, and, in view of the fact that in the past five years special schools have been founded for promoting technical training, to leave open the question of its development in the technical departments * * * and to discontinue training in the primary branches, for which ample provision is already made in all of the counties of the State. Further, desiring that the institution should be characterized by its high standard of instruction and graduation, rather than by any non-essential feature, like the military, * * * I recommended that this feature be not adopted for the present at least. The board of education adopted the above recommendation, and I accordingly outlined a high school course and two collegiate courses leading to appropriate degrees.

"The board of education completed the reorganization of the institution by the election of Prof. A. F. Lewis, A. M., of the College of New Jersey, Princeton, and of Miss Elizabeth Bangs, A. B., of the University of Michigan, as my associates,[1] teachers of superior qualifications and successful experience."

The buildings of the seminary are unpretentious and ill adapted to meet the wants of the school under its present management. Plans, however, have already been drawn, and it is proposed, with hopeful augury of success, to erect within the coming year (1889–90) two commodious and ornate buildings upon the present campus; or, in lieu of that, to choose a new and more central site and build thereon.

President Edgar, whose management has already given new life to the seminary and added many to the number of its friends, is a graduate from the Virginia Military Institute, and has now for more than twenty years devoted himself to the teacher's profession. Besides other prominent positions with which he has been honored, he was for some years the successful president of Oakland College, in Mississippi, and later of the Arkansas Industrial University.

So satisfactory is the present management of the seminary, that within the past year the Governor of the State and the Superintendent of Public Instruction have taken occasion to express their good opinion of it, and to recommend the institution to the people of west Florida.

The following, which is taken from the catalogue of 1888, gives an exhibit of the courses of study and the work which the seminary hopes to accomplish:

"In the collegiate department two courses are taught,—the classical course, leading to the degree of bachelor of arts (B. A.), and the literary course, leading to the degree of bachelor of letters (B. Let.).

"The classical course embraces Latin, Greek (or French and German), mathematics, English, history, philosophy, and natural science.

"The literary course embraces Latin (or French and German), mathe*matics, English*, history, philosophy, and natural science.

[1] Another instructor has since been added.

"In Latin the following authors, or their equivalents, are read: Cæsar, Sallust, Cicero's orations against Catiline, Cicero de Amicitia, Virgil, Livy, Tacitus, Horace, and Juvenal.

"In Greek, Xenophon's Anabasis, Lysias (three orations), Homer's Iliad, Demosthenes, Plato's Crito and Apology, and Sophocles.

"In both Latin and Greek the grammar and idioms are carefully studied, frequent exercises are required in rendering English into Latin and Greek, and due prominence is given to the study of the Latin and Greek metres.

"In teaching French and German the 'natural method' is combined with the grammatical. Both oral and written translations are required, and frequent exercises given in translating English into these languages. The more difficult principles of the grammar are discussed only with advanced students.

"The course in mathematics embraces algebra, geometry, plane and spherical trigonometry, surveying, mensuration, analytical geometry. Calculus will be substituted for other studies in the curriculum for those desiring it.

"The aim in the department of English is to make the study of the language of disciplinary value; to promote correct, clear, and elegant expression; to teach the science of discourse and correct principles of criticism; and to lead the student to a just appreciation of the richness of our literature.

"With this view, the drilling in grammar and analysis in the high school course is followed by the study of rhetoric, both as an art and science, of the masterpieces of English literature, its history and growth; the whole being interspersed by frequent practical exercises requiring original investigation, comparison, and thought.

"In history and political science the purpose is to study the moral, social, and political forces which have operated in the development of national life, and to apply the lessons thus learned to the solution of the social problems of our time. Appropriate text-books in history, government, and economic science form the basis of instruction, which must necessarily be amplified by lectures and reference to the larger works on these subjects and to standard reviews and other periodicals.

"The department of philosophy embraces psychology, ethics, logic, and the history of philosophy. In the study of the mind, no theory or doctrine is urged for acceptance which is not based upon a philosophical induction from the facts of consciousness. The freest and fullest discussion of opposing views is encouraged."

In natural science the aim is to give a good summary of the facts and principles of the leading sciences. The sciences of observation, such as physiology, zoölogy, and botany, are taught chiefly in the high school course, both because they are easily acquired by young students and to gain more time for the study of the more difficult sciences—physics, chemistry, astronomy, and geology—in the collegiate course.

In addition to these courses, drawing has recently been introduced as one of the regular studies of each class.

An examination is held at the close of each term. All examinations are chiefly in writing, though oral illustrations and manipulations may be called for by the examiner to satisfy himself that a student understands his answers, and has a practical knowledge of the subject. For the present, the time required to take a degree will depend upon the stage of advancement, aptitude, and diligence of the student.

Besides the degrees of bachelor of arts and bachelor of letters to be conferred upon the students who complete the two regular courses, certificates of proficiency will be conferred upon those who satisfactorily complete any one of the departments or schools.

The following prizes are offered for the ensuing session: A gold medal to cost not less than $10 is offered to the student who shall attain to the highest grade in scholarship and deportment combined. A gold medal of equal value to the above is offered by the board of education to the student of each of the regular classes who shall attain to the highest average in his class after examination.

Candidates for admission into the seminary must be well grounded in the branches usually embraced in the highest grade of the common schools. Allowances will be made for the differences in the standard of these schools, but it is the desire of the board of education to confine the teaching in the seminary, as far as possible, to high school and collegiate studies.

The school year begins on the first Monday in October, and continues thirty-six weeks, being divided into two terms.

THE STATE AGRICULTURAL COLLEGE.

By act passed July 2, 1862, Congress appropriated to the several States "land scrip to the amount of 30,000 acres of the public lands for each Senator and Representative in Congress, on condition that within five years[1] each State or Territory claiming the benefit of the act proceed to the establishment of a college. The intent was that the lands thus donated should be sold and the proceeds invested in such a way as to form a permanent endowment. The object of the colleges to be established is thus set forth: "To teach such branches of learning as are related to agriculture and the mechanic arts, without excluding other scientific and classical studies, and including military tactics, in such way as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

Rarely has Congress legislated more wisely. For twenty years this act has been of incalculable benefit to the youth of the nation. The schools established under it have been the "colleges of the people,"

[1] This condition appears to have been modified.

since they are the natural outgrowth and completion of the free common school system of the country.

In 1870 the Legislature of Florida voted to establish an agricultural college under the provisions of this act. It provided for a board of trustees who should be authorized to claim and receive from the Secretary of the Interior the "land scrip" voted by Congress, and to "sell and assign this scrip, or locate and thereafter transfer and convey the lands," and use ten per cent. of the proceeds from the sales for the purchase of a site for an experimental farm. The balance of the proceeds was to form a permanent fund, and the trustees were directed to invest it "in the stocks of the United States, or of some of the States of the Union, bearing an annual interest of not less than six per cent. on the par value." The interest was to be applied to the purposes set forth in the statement of the design of the college. Neither principal nor interest could be devoted to the purchase, erection, or repairs of any building, nor for any other purpose than that expressed in the design of establishment. The college was to be located as near the centre of the State as possible, and the trustees were required to secure by gift or purchase a tract of land of not less than 100 acres, "to be used as an experimental farm, or for the location of workshops, or otherwise to promote the objects of the institution."

The president, professors, and superintendents of the college were to be chosen by the board of trustees, and they, with the secretary of the board, were to constitute the faculty of the college. Each county was to have the right to send as many students to the college, who were to have free tuition, as it had representatives in the General Assembly; and these were to be selected by the county board of public instruction "from among the most advanced pupils in the common and high schools who shall present themselves as candidates." The pupils selected must be "those best qualified as to scholastic attainments, good health, and upright moral character." Before admission to college they were, however, to be re-examined and approved by the faculty. In case the county board failed to make selections, as the law required, pupils holding high rank in the schools of the county could apply in person to the faculty for examination and admission.

It was made the duty of the board of trustees to report annually to the Superintendent of Public Instruction, and this officer was required to transmit said report to all other colleges endowed by said act of Congress creating agricultural college lands. A copy also was required to be sent to the Secretary of the Interior, and one to each House of Congress. It was further provided that "the Legislature may add other departments of learning to this college when the endowments of such departments shall have been provided for;" and also that "the Justices of the Supreme Court shall constitute an examining committee with power to investigate the affairs of the college and the corporation, and to appoint proxies to act in their stead."

In 1872, the Legislature made it the duty of each State Senator during his term of office to nominate and send one student from his senatorial district to the college, who should be entitled to receive the benefits of a full course of instruction without cost for tuition.

The next year a site was chosen in Alachua County, a course of collegiate studies agreed upon, and steps were taken towards the organization of a corps of instructors. The friends of education in Florida were not, however, to see these plans consummated. We find in the annual report of 1874 that "the State Agricultural College was still in abeyance; its funds locked up in State securities about which there was litigation." The fund of the college then amounted to $80,000, with which the trustees had bought $100,000 worth of State bonds. In May, 1875, another location for the college was chosen. This was at Eau Gallie, at a point on the Indian River in south-eastern Florida. The next year a college building was erected, but before it reached completion it was felt that the location was ill-chosen. The building was never opened for students, and the project of establishing the college here was soon after abandoned.

The act establishing the Agricultural College was, in March, 1877, amended, and by this amendment a new board of trustees with corporate powers was created. The board as reconstituted was to consist of nine members, of which the Superintendent of Public Instruction and the State Treasurer were to be president and treasurer. Besides these the board was to elect a vice-president and secretary and an executive committee of five members. This committee was to act in behalf and under directions of the board between the regular meetings of the same, and determine all matters relating to officers and committees, and make all needful rules and regulations for the management of its affairs.

The trustees were made competent to fill vacancies in their board, "subject to the approval of the Judges of the Supreme Court." In other respects the college was to be governed according to the act of 1870.

With the creation of the new board authority was given to remove the college from Eau Gallie to any point that in their judgment would be for the best interests of the State of Florida: *Provided*, That the location selected should be easily accessible and as near the centre of the State as practicable. The transfer of the college property to the new trustees was made in July, 1878, and in the November following they resolved to effect the removal to some central and attractive location, where the largest available fund for buildings and lands could be secured, "so soon as suitable buildings are in readiness to receive the teachers and pupils." But the time had not yet come for the establishment of the college. So slight was the interest taken in it that for four years nothing of importance was done. In 1881 it was even proposed to appropriate the fund, then amounting to $120,000, to common school purposes, or to the endowment of a normal seminary with an agricultural department.

The place finally chosen, and upon which the college has been built, was Lake City, the county seat of Columbia County and fifty-nine miles west of Jacksonville. This site was selected principally because "of its well-known healthfulness and accessibility," as well as for the beauty of its environs and the equability of its climate. One hundred and twelve acres of land, "suitable for agricultural, horticultural, and ornamental purposes," were secured within and near the limits of Lake City, nearly all of which was the gift of the citizens. In addition there was contributed from the same source $15,000 towards the erection of the college buildings. During the year 1883–84 an attractive building was completed, the faculty chosen, and a curriculum of study provided. There have since been built upon the college grounds a dormitory for the students and residences for the president and professors, out of funds appropriated by the Legislature.

In the first catalogue, published in June, 1886, the object of the college is set forth as follows:

"The trustees * * * have founded a school in which liberal culture and practical education shall proceed together—a school in which the arts and sciences shall be thoroughly taught and diligently studied in their theoretical as well as in their applied forms. Florida has not heretofore had within her borders a college in which to educate her youth, and has intrusted to distant States a work which it is her own duty to perform."

The school year opens the first Monday in October, and is divided into semesters of eighteen weeks each. Candidates for admission into the Freshman class must be fifteen years of age, furnish satisfactory testimonials of good character, and pass an examination in all the third year studies of the sub-collegiate course. The design is to furnish a curriculum which will lead to three appropriate degrees, viz: a classical course and a literary course, leading to the degree of bachelor of arts; a general course in science, a course in engineering, and a course in agriculture, leading to the degree of bachelor of science; and a philosophical course, or course in letters and political science, leading to the degree of bachelor of philosophy. Students in the literary course are allowed to substitute proficiency in French or German for the Greek of the classical course. The trustees, believing "that elementary work in the physical sciences and in the modern languages is delayed too long, offer instruction in these departments of knowledge early in the student's career, and for this purpose have made temporary provision for thorough preparatory discipline in the sub-collegiate classes.[1] These will be discontinued as soon as private enterprise or the increased efficiency of the public school system shall furnish the preparation demanded for entrance upon collegiate work."

[1] It might be justly questioned whether the present retention of the sub-collegiate department is not a mistake, as the college thus becomes a rival of another State institution, viz, the East Florida Seminary.

The methods of instruction are those approved by the highest institutions of learning, and only proficiency, as attested by rigorous examinations, entitles a student to the honor of a degree. In the department of agriculture and horticulture instruction is imparted "by means of lectures, explanations in the field, and the use of text-books when available for the purpose." In addition to witnessing the operations in farm, garden, and orchard, each student receives a training in the use of tools and implements used in wood, metal, and stone. At the present time this is one of the most popular departments of the college. All regular students, unless excused, are required to take this course. For others who can remain only a year a shorter course is provided. This is designed specially for farmers, gardeners, and fruit-growers, and for those desiring to qualify themselves *practically* for such pursuits as a permanent business. There is also a printing office, fully equipped with two good presses, a large cutting machine, and a full line of plain and ornamental type, so that any pupil may become a practical printer in a short time without expense.

Under the requirements of Congress military tactics are to be thoroughly taught, giving to each student the advantage of a discipline peculiar to a military organization. This is now a marked feature of the school.

The college has a new library and well-furnished reading room, and, though lacking a complete reference library and some scientific instruments, it is otherwise supplied with all the necessary equipments. It has a fine mineral and geological museum, a well-equipped laboratory, a fine collection of natural history, and is collecting an exhibit of the State geology, woods, birds, and animals.

Within the year past the college grounds have been greatly beautified by the cultivation of grasses, shrubs, and flowers, and a general arrangement of walks and avenues. A model barn and a cottage home for farm hands have been built, and the farm has been inclosed by a neat and substantial fence. Here some valuable work has been done in connection with the experimental station. Under the eye of the instructor, every vegetable product which it is supposed will thrive in this soil and climate, or which it is desirable, if possible, to raise, is thoroughly tested, and frequent bulletins are sent out announcing the results of these experiments.

Numerous improvements have been made since the close of the last collegiate year. Besides a building for a manual training school, a new chemical laboratory has recently been erected. This is the finest building of the kind in the State, and said to be equal to any in the South. The laboratory will be furnished with every convenience in the way of apparatus necessary to do first-class work. It will afford the means of giving thorough courses in theoretical and practical chemistry, and, in connection with it, there will be a private laboratory fitted up with

the special view of executing every kind of analysis and investigation known to the science of chemistry.

The faculty of the State Agricultural College for the year 1888–89 is as follows:

F. L. Kern,[1] A. M., President.

Col. A. Q. Holladay (of the Universities of Virginia and Berlin), Professor of History, English Literature, and Latin.

Capt. L. H. Orleman, U. S. Army (of the Royal Military College, Darmstadt, Germany), Professor of Mathematics and Commandant of Cadets.

J. N. Whitner, A. M. (of the University of Georgia), Professor of Agriculture, Horticulture, and Greek.

J. M. Pickel, A. M. (Furman University, S. C.), Ph. D. (Göttingen, Germany), Professor of Chemistry and Chemist to the Experiment Station.

J. J. Earle, Assistant in Chemistry, chosen by the Professor of Chemistry.

George Chatterton, Jr., Professor of Manual Training, Draughting, and Designing.

James P. De Pass, Professor of Pomology, and Director of the Experiment Station.

J. C. Neal, Professor of Entomology and Veterinary Pathology.

H. P. Baya, Assistant Tutor.

These are energetic and able men, who are serving with great fidelity the interests of the college and State. Of them and their work the Superintendent of Instruction says: "Graduates of the universities and colleges of this country and of Europe, they bring with them great learning and experience, and are devoted to their profession, and especially to the building up and perfection of this Florida institution of learning."

For its support the college is mostly dependent upon the endowment fund created by the sales of land donated by the National Government. This fund amounts now to $155,800, and there is derived from it an annual income of $9,000.

It is doubtless true that in some departments of the college the course of instruction is not yet as complete as the management designed it, or as they trust that it will be in the near future. Still, "the foundations have been well laid; the task—the thankless task—of getting the college

[1] In the autumn of 1888 Prof. F. L. Kern, who had had a long and successful experience as president of normal and scientific schools in Iowa, Illinois, and Michigan, was chosen president of the State Agricultural College at Lake City. His predecessor was Alexander Q. Holladay, who still retains his connection with the college. It is yet too soon to speak of work accomplished by the new president, but this may be said, that it is now believed by the friends of the institution that the crisis in its history is safely passed. President Kern is also editor and publisher of the Florida School Journal.

before the public in its true character is being patiently and persistently, without let or hinderance, performed."

Though only forty-two[1] students were in attendance for the year 1887—a number which the youth of the State ought to increase tenfold, there is abundant evidence that the institution is gaining in public esteem in proportion as the advantages it offers are better understood.

FLORIDA UNIVERSITY.

The Constitution of the State of Florida (1868), Article VIII, section 2, reads as follows: "The Legislature shall provide a uniform system of common schools and a university, and shall provide for the liberal maintenance of the same." In conformity with this provision of the Constitution, the Florida University was organized in February, 1883, under a liberal charter, with two colleges—the literary and the medical. The former was the West Florida Seminary, which retained its separate charter and special organization as to trustees and endowments. The other was the Tallahassee College of Medicine and Surgery. In addition to these the university charter recognized a college of law, a theological institute, and a polytechnic and normal institute.

Instead of forming the students into college classes, it was proposed to divide the university into "schools of instruction." For instance, there were to be in the literary college the school of ancient languages and metaphysics, the school of mathematics, the school of natural science, the school of English branches and history, and the school of civil engineering. The polytechnic institute was to include, besides civil engineering, also natural science, mining and metallurgy, mechanics and building, photography, painting, music, telephoning, printing, and allied branches. To these were to be added a commercial course and a normal training school.

Upon completing the course prescribed for any "school," and passing a satisfactory examination, a "certificate of proficiency" was to be given, signed by the faculty and the board of education. When such certificates had been given by four or more of the "schools," the student receiving them was to be entitled to the diploma of the University, and the degree of bachelor of arts, of science, or of engineering was to be conferred, according to the studies which had been pursued.

Such was the Florida University as conceived by its founders—an institution that owed its origin to, and was to be conducted by, private enterprise. The catalogue published in 1884–85 shows a corps of twenty-one members in the different faculties, eight of whom belonged to the Literary College, and included men eminent in scholarship and of excellent repute as instructors. The students for the year 1883–84 numbered seventy-eight. These were mostly enrolled in the Literary College. The Medical College (since located at Jacksonville and successfully conducted) had but eight students, and of these only two re-

[1] *At the present time (March, 1889), the number is seventy-one.*

sided in the State. No catalogue of the University has been published since the one referred to above. In the calendars of the State Agricultural College for 1886 and 1887 there is this announcement: "It is in contemplation to unite this college with the University of Florida, and pending the desired legislation to that end arrangements have been made for allied work with the chartered University."

The Rev. John Kost, M. D., LL. D., in whose brain this scheme for a university in Florida seems to have originated, was chosen chancellor.

Dr. Kost, though a man of varied scholastic attainments and eminent in some departments of study, has proved himself unequal to the task of gaining the confidence of the public. Almost from the outset, therefore, the University had no existence except in name.

COLLEGES UNDER THE CONTROL OF RELIGIOUS DENOMINATIONS.

ROLLINS COLLEGE.

The denominational colleges of Florida are of very recent establishment. Though they have assumed the name of colleges, many of them have as yet attempted nothing higher than secondary education. A few are already doing college work, and among these none ranks higher than Rollins College at Winter Park. In fact, according to an old resident of the State who holds an important educational position, no institution in Florida has a finer corps of instructors. This college was incorporated under the Florida statutes, April 28, 1885. Its location was well chosen on a high and beautiful plateau. The object of its establishment was to furnish a Christian education of the highest standard. It claims to be non-sectarian, though it was founded by the General Congregational Association of Florida. The lofty spirit in which the work was undertaken is set forth in this declaration: "that it has been a part of the mission of Congregationalism to carry higher learning wherever it has gone;" and, moreover, that, "the way to change public sentiment and lift the masses higher and make the public schools what they ought to be in every city, village, and school district, is to set up somewhere the very highest standard."

The government of the college is vested in a president, vice-president, secretary, treasurer, and auditor, and a board of twenty-one trustees, and it is required of them, as of the faculty of instruction, that they be members of some evangelical church. The college has also an executive committee, consisting of the president of the faculty and of the corporation and three taken from the board of trustees. The college takes its name from Mr. A. W. Rollins, of Chicago, who gave towards its endowment $50,000. It has received in other gifts $86,596. The management believe in co-education. They believe, also, in the New England idea of education, with the New England professor to elucidate it.

Rollins College was opened for the matriculation of students November 4, 1885. During the first term there was a faculty of seven instruct-

ors, and an enrolment of fifty-three pupils. The original design was to have the college divided into a classical and scientific department; a preparatory department; a training school for teachers; and an industrial training school, open to all to "acquire knowledge and skill in the industrial arts." This plan was followed until the close of the second academic year, June 3, 1887, when the normal school and the primary grades were abolished. This action was caused principally by reason of the increase of students in the preparatory and academic schools—the number enrolled in these and in the collegiate department having risen to seventy. The grammar school is still retained, with an attendance during the year 1888–89 of fifty-four pupils; no work, however, is done in the industrial training department. In the college a very high standard is set, the curriculum of studies and the requirements for admission following the same lines and being fully equal to those which are common to our best American colleges. It has thus far been most fortunate in the character and *morale* of its students. During the three and one-half years since its founding very commendable progress has been made in its educational facilities; still these have only kept pace with the advance in its material interests. Already its fine campus, bordering one of the beautiful lakes which abound in Florida, is set off by four attractive college buildings. Its board of instruction has increased from seven to ten; the number of preparatory, academic, and college students[1] has more than doubled; and not alone this, but the whole *esprit de corps* of the school has undergone a pleasing change. More regard is now paid by the students to refinement of manners and to social proprieties, matters which had suffered much neglect in the uncongenial atmosphere of pioneer life.

Though but few have yet entered upon the college course, one of the instructors says of the work done that it "has been quite as much as in classes of the same grade at the North. The Sophomore class has done more and better work than I have been accustomed to see at the North." The president of the college writes: "I have never before seen such good preparatory work done, nor such good work done in college according to the grade." Among the classes he names are those in mental science, logic, physiology, botany, geometry, higher algebra, trigonometry, Cicero's orations, Xenophon's Memorabilia, physical geography, physics, chemistry, French, German, music, and elocution—such branches of study as commonly belong rather to collegiate than to subcollegiate courses. Gymnastics are also taught under an experienced instructor, and it is expected that a gymnasium will soon be built. The school year begins the first of October and closes the last week in May.

The home life of the college is after what is known as the "cottage plan." Separate cottages have been erected for the young ladies and

[1]Now ninety-six according to report made at the annual meeting of the corporation in February, 1889.

KNOWLES HALL

LADIES COTTAGE.

DINING HALL.

GENTLEMEN'S COTTAGE.

ROLLINS COLLEGE, WINTER PARK, FLA.

the young gentlemen, each accommodating about thirty students. The rooms are arranged in suites of two, so that two students can occupy one as a study and the other as a sleeping room with two single beds, or each student can have entire privacy. The rooms are furnished, except that the students provide their own linen. Each cottage is under the care of a matron, who is watchful of the health, happiness, and general welfare of the students, and throws about them the atmosphere of a cultivated, cheerful Christian home.

Since the opening of Rollins College its Northern friends (one of the truest being F. B. Knowles, Esq., of Worcester, Mass.) have shown great generosity in supplying its various needs as they have arisen. In this way the current expenses and the outlay for the erection of buildings have been happily met. Many friends of education in Florida have desired the college to add departments of theology, law, and medicine, but the trustees do not yet feel able to assume the financial burdens that such a step would involve.

Great praise is due to the faculty of Rollins College, graduates in great part from Northern institutions, who have so ably filled the positions to which they were chosen. The president, Rev. E. P. Hooker, D. D., is a man of marked ability, who adds to other qualities essential to the head of a college great energy of character and an enthusiastic devotion to the interests of education in the State. His motto seems to be given in this line which he wrote to us: "We are determined to do only first-class work." Dr. Hooker occupied for many years some of the most important pulpits in Vermont and Massachusetts, and was very successful in his pastorates. A few years ago he went to Florida to seek restoration of health, and was chosen pastor of the Congregational Society at Winter Park. He soon took a leading position in the conventions of the General Congregational Association of Florida and in the ministry of the State, and was one of the efficient promoters of the establishment of Rollins College.

The report of the college for the year 1887–88 is in every way encouraging. The words of its friends are exceedingly laudatory. Judge Walker, of the Superior Court of Indiana, says: "I think the college ranks with the first in the country in good, honest work, and that the qualifications of the instructors are equal to any. The students are under Christian care. It is a place where I leave my only child without any solicitude as to the care that will be bestowed upon her, or the work that will be accomplished." Another (a distinguished clergyman) says: "I believe Rollins College is one of the most precious boons which the North has bestowed upon the South. From its organization Florida will reckon the era of its intellectual and religious regeneration."

Certainly this institution is not one of the least of the blessings which have followed the train of Northern emigration southward. Its future seems full of promise.

DE LAND UNIVERSITY.[1]

De Land University was organized under a special charter granted by the Legislature during the session of 1887. It owes its existence primarily to the generosity and foresight of Hon. H. A. De Land, of Fairport, N. Y., whose purpose in founding it was to establish in Florida a Christian school for both sexes inferior to none in the country in character and rank. When, in 1883, Mr. De Land founded the De Land Academy and secured Dr. J. H. Griffith, of Troy, N. Y., to take the management of it, he recognized the fact that there was no college, in the proper sense of the word, in Florida; nor, with one or two exceptions, any high school or academy in which a full preparation for college could be obtained. This need he proposed to supply by establishing an academy equal in rank to the best institutions of the kind at the North, which he confidently believed would develop into a college or university.

The first session was opened on the 8th of November, 1883, in the lecture room of the Baptist church at De Land. There were but thirteen students at the opening, but the attendance increased during each term, so that before the close of the first academic year sixty-five had been enrolled. Meanwhile, through the generosity of Mr. De Land, an extensive plot of land facing the principal street of the city had been donated to the academy and a fine two-story building erected thereon. In this building the session of the second year (that of 1884–85) began with a faculty of five teachers and a registry of eighty-eight students.

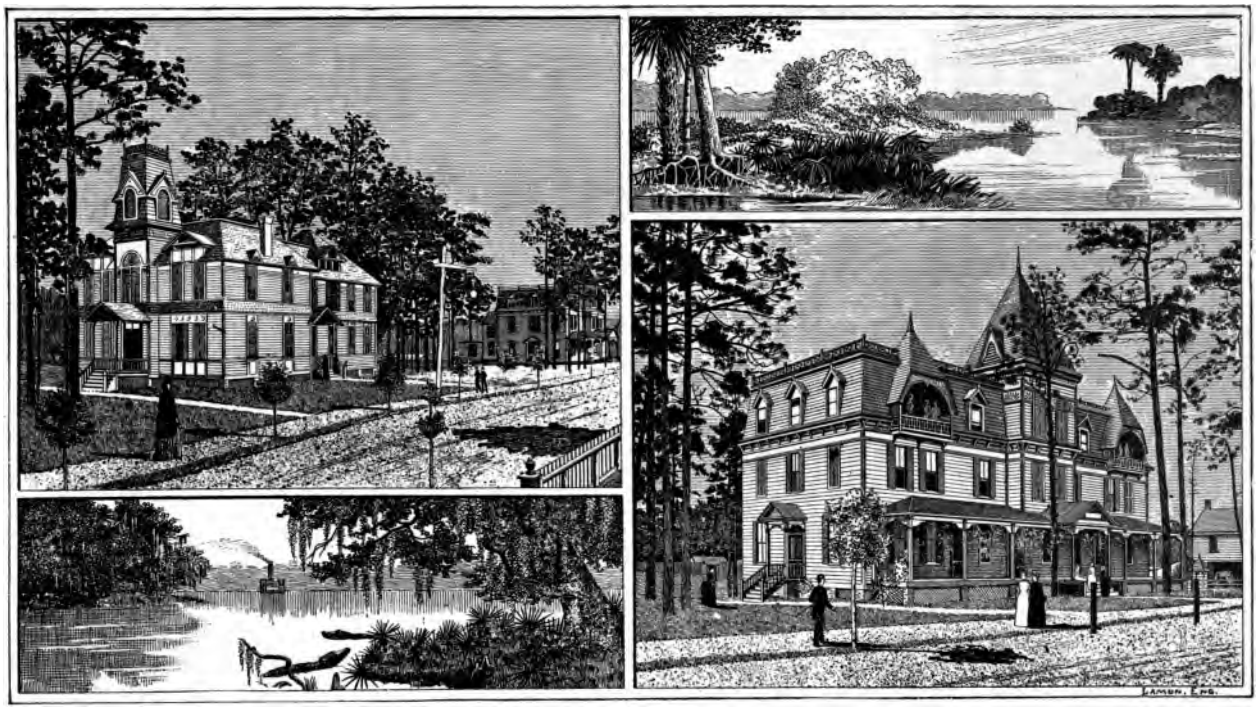
About this time the Baptists of Florida, through their State convention, had decided to establish an institution for higher education, and had appointed a committee to locate the institution.

In order to secure the location of the college at De Land, Mr. De Land offered to donate all the academy property and the sum of $10,000 for an endowment, if the Baptists of Florida would add to the latter an equal amount.

This generous offer was gladly accepted by the Baptist State Convention of 1885, which body proceeded at once to elect a board of trustees, and to this board the matter of organization was intrusted.

In the summer of 1885 Dr. Griffith resigned his position as principal of the academy, and Prof. J. F. Forbes, A. M., of Brockport, N. Y., was chosen to succeed him. Professor Forbes was graduated from the University of Rochester in 1878, where he had ranked high in scholarly attainments. Before the completion of his university course he had visited the centres of learning in Europe, and made a special study of the German educational system. Soon after graduation he was elected to fill the chair of Latin and Greek in the State Normal School at Brockport, N. Y., and while here he was led to a study of educational methods, and

[1] The sketch of De Land University is mostly taken from a paper prepared by its president, J. F. Forbes, Ph. D. The name of this institution was in February, 1889, *changed to John B.* Stetson University.



DE LAND UNIVERSITY, DE LAND, FLA.

especially to investigate the more difficult problem of higher education in this country. After seven years of very successful work he resigned this position to take charge of De Land Academy. At the beginning of his administration he organized five regular courses of study and classified the students of the academy accordingly, viz: A classical, and a Latin scientific course, each to extend through four years; a higher English and a normal course, each of three years; and a commercial course of two years.

In the summer of 1886 the name of the institution was changed to De Land Academy and College. By this time it had become evident that a dormitory was an absolute necessity in order to accommodate the increased number of students who were already coming from other counties of the State and from other States. Accordingly, with the help of the citizens and other generous friends of the institution, about $13,000 was raised. With this sum a fine three-story building was erected and furnished, and named Stetson Hall, in honor of the largest contributor, Mr. John B. Stetson. This building is supplied with water on each floor and is heated throughout by steam, and furnishes a home for the president, professors, and about fifty students.

In the year 1886–87 art and music departments were organized and full courses established in each. Through the generosity of Mr. C. T. Sampson, of North Adams, Mass., a library was established and a sum donated sufficient to purchase a thousand volumes of such books as were immediately available for the use of the students, and to the foundation thus laid additions have been made from time to time by the same generous donor. This has recently been named the "Sampson Library." Also through the efforts of Senator Call, of Florida, the institution was made a depository for the Government publications, and from this source about six hundred volumes have been received. In the spring of 1887 a charter which had been prepared by the board of trustees was submitted to the Legislature of the State. This body approved the charter, passed the act of incorporation, and the institution received the name of De Land University. On the date of incorporation (May 4) Mr. De Land deeded all the property, which up to this time had been in his own name, in trust for the University. As there was then no legal organization of a board of trustees the transfer of the property was made to a provisional board. On January 18, 1888, the board of trustees was legally organized, as provided by the charter. In accordance with this it is "a self-perpetuating body, yet the institution sustains a vital relation to the Baptist State Convention of Florida, the trustees being originally nominated by that body and making an annual report to it." The endowments previously pledged by the Baptists of the State and by Mr. De Land were now secured to the University.

At the opening of the session in October, 1887, a Freshman class was organized, and the work done during the year was similar in character and equal in grade to that of Northern colleges. Departments were

now more fully organized, and the work specialized to a much greater degree. The faculty numbered nine professors and instructors, and tuition was given in the following branches: Psychology and pedagogy, Latin, Greek, modern languages, history, natural science, mathematics, English literature, rhetoric, and English grammar; also in commercial studies, in art, and in music. There were a hundred and three students registered in the year 1887–88. These came from no less than ten States of the Union, and the Dominion of Canada, and from twelve counties in Florida. At the commencement held in May, 1888, there was an art reception in Academy Hall, "when most excellent specimens of work by the students in oil and water colors and modelling in clay were on exhibition. The exhibition was very creditable, and attracted universal attention and commendation." At the meeting of the trustees a committee was appointed to raise an endowment of $100,000, and nearly half of this amount was at once subscribed. There were seven who completed courses of study: two in the Latin scientific, three in the commercial, and two in the normal course. Previous to this there had been one graduate in 1886 and two in 1887, from the Latin scientific department. Normal graduates receive, without further examination, first-grade certificates from the State superintendent of public instruction.

During the year 1887–88 the institution required some $3,500 more than its income, and the lack was mainly supplied by John B. Stetson, Esq., of Philadelphia, who had before given so generously to the college, and after whom, as already stated, the institution has now been named.

The year 1888–89 has witnessed many improvements, among which may be mentioned the introduction of a central steam heating plant, at a cost of $3,500, in order to the better heating of both the academy building—now named De Land Hall—and Stetson Hall; an addition of books to the library to the value of $1,000; the purchase of some costly and choice pieces of apparatus for the natural science rooms, and of a fine set of illustrative and classical maps.

Large plans are also being made for future improvements, such as lighting by electricity, and adding to the appointments of the school by the erection of a commodious brick building, in which will be located the library, laboratory, chapel, president's and faculty's rooms, and recitation rooms.

This university seems destined to be of incalculable benefit to the State and a lasting credit to its founder, and to others who have aided in insuring its success. It is the purpose of the trustees to make it "second to none in the high standard which it demands in wealth of facilities and in breadth and thoroughness of work. Established in a beautiful and thriving city, the capital of Volusia County, with a culture equal to the best that New England can afford, and the most perfect conditions possible for health, in a matchless climate, the University is destined to furnish a liberal education to the sons and daughters of *Florida, and to a large* number of the young men and women of other *States and of distant* lands."

THE FLORIDA CONFERENCE COLLEGE.

This college, which was founded in 1886, is under the patronage of the Methodist Episcopal Church (South). The object aimed at in its establishment is stated to be "not only to preserve the Christain civilization handed down to us by our fathers, but to build upon this inheritance a grander civilization. * * * Higher education is the special work of the church. Whether we look to Europe, or to America only, the church has best succeeded in such work, * * * while those institutions of learning projected in antagonism to Christianity have wholly failed." This institution is located within the corporate limits of Leesburg, and its property, consisting of two academic buildings and a number of acres of land, has been contributed in great part by the citizens of this city. There are four teachers in the board of instruction and about eighty students in attendance. It has thus far done only sub-collegiate work.

THE ST. JOHN'S CONFERENCE COLLEGE.

This was established by the St. John's River Conference of the Methodist Episcopal Church (North), and incorporated in 1887. Its aims are essentially the same as those of the Florida Conference College, whose interests are under the control of the other principal branch of the Methodist family. It has a board of nine trustees, chosen annually from the members of the Conference whose name it bears. Pleasantly located in Orange City, Volusia County, it will have an important influence, especially in training the children of those who are connected with the denomination it represents.

OTHER SCHOOLS WITH COLLEGE OR ACADEMIC AIMS.

There are a few other schools with college or academic aims. One of these is Orange College, chartered by the Legislature in 1883, and located in Starke, Bradford County. It is under the auspices of the Christian Church, and is reported by the State Superintendent to be "a fine school for the co-education of the sexes, at least in the lower grades." It has five instructors and enrolls annually an average of a hundred and fifty students; very few as yet have entered upon the college course, and no one of these has completed it.

The Roman Catholic Church has several fine schools under its control, the most flourishing being located at St. Augustine and Jacksonville. These are said to be doing excellent educational work and are highly commended.

Other institutions, like the Glen Mary Female College at Ocala, or the McCormick Institute at De Funiak Springs, have a good local repute, and are lending a hand in the intellectual elevation of Florida. The Chautauquas at De Funiak, North Lake Weir, and Mount Dora have many warm friends and are all working zealously for the same

end, viz, the healthy development of the educational interests of t State.

For the unfortunate children of the State nothing had been done her legislators previous to 1882. In that year an appropriation w made to establish the Blind and Deaf-Mute Institute. This was loca in St. Augustine and opened in 1884. It is under most able mana ment, and its literary aim is to furnish such a course of study as sh fit its graduates to enter college.

In following this brief history of Florida's educational work the wri has been able to understand better than before the past struggles a discouragements as well as the present aims and aspirations of t people with reference to education. With this completer knowled there has come also a higher appreciation of the work done and stronger confidence in the future excellence of the school system of t State.

In comparing Florida with other and especially with older States should be remembered that the former has a large territory with centres of wealth, with no aggregation of the people in large citi with immense tracts of unoccupied lands, with a scattered populat and comparatively poor facilities for intercommunication; with a clim delightful beyond that of other States of the Union, and yet, withal, enervating during a portion of the year for the highest intellect activity, and, besides, with more than a third of the inhabitants n bered among the colored race, and bearing still, intellectually, marks of their bondage. These are hindrances of greater or less m ment in any effort to build up and perfect a system of education, a in reviewing the past and estimating the present condition of Flori they should be entitled to adequate consideration.

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BUREAU OF EDUCATION

N. H. R. DAWSON, *Commissioner*

CIRCULAR OF INFORMATION NO. 1, 1889

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY

EDITED BY HERBERT B. ADAMS

No. 7

HIGHER EDUCATION IN WISCONSIN

BY

WILLIAM F. ALLEN and DAVID L. SPENCER

[illegible] OF WISCONSIN

WASHINGTON

[illegible]

UNIVERSITY OF WISCONSIN, MADISON.
(Blue Book, 1887.)

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GOVERNMENT PRINTING OFFICE

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NEW YORK

LETTER.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., October 25, 1888.

The Honorable the SECRETARY OF THE INTERIOR,
Washington, D. C.

SIR: I have the honor to transmit herewith the manuscript of the history of Higher Education in Wisconsin. The preface will explain the nature of this work, which was prepared under the supervision of the most accomplished historian of the West, Prof. William F. Allen, of the University of Wisconsin, aided by Mr. David E. Spencer, one of the instructors in that institution.

This is the first of a series of monographs relating to higher education in the group of north-western States composed of Ohio, Indiana, Illinois, Michigan, and Wisconsin, and was undertaken with the approval and by the direction of the Hon. L. Q. C. Lamar, late Secretary of the Interior. It will prove a very valuable addition to the educational history of the country.

I respectfully recommend that the same be printed as a circular of information of this Office.

Very respectfully, your obedient servant,

N. H. R. DAWSON,
Commissioner.

PREFACE.

The following sketches of the colleges of Wisconsin do not aim to give more than a very general outline of the career of each. For details of their statistics, organization, history, and tendencies, reference must be had to the sources of information, lists of which are appended to the several sketches.

In the sketch of the State University, only such matters are dwelt upon as have had a direct bearing upon the fortunes of the institution, and those which concern its relations to the educational movements that have taken place during its history, to the school system of the State, and to the practical progress of the people. While the graduates of the University are filling positions in many cases of greatest trust and usefulness, it is yet too early to estimate the precise drift and measure of the influence of the school upon the educational, political, and social life of the community. The older graduates are but now in the prime of life, in the midst of the years of greatest activity and influence. The University has not a sufficiently distant past to make its inner life of special interest as matter of history; nor does it fall within the scope of this sketch to trace, in any special manner, the influence of the graduates of the institution beyond its walls.

There is considerable variety in the character of the chapters devoted to the five private colleges, since the sketches for the greater part are adapted from articles previously published; but the leading features in the character of each college, and the scope and tendency of its work, are indicated.

Many other colleges have from time to time, especially in the first twenty-five or thirty years of our history, been established in Wisconsin. Of two of these which still exist, brief notices are given at the end of this work.

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COLLEGES IN WISCONSIN.

I.

UNIVERSITY OF WISCONSIN.

THE TERRITORIAL PERIOD.

Territorial Universities.—When the Territory of Wisconsin was formed, in 1836, the policy of Federal grants of land to the new States, for the support of higher institutions of learning, had long been well established. Each of the four States already carved out of the North-West Territory had received two seminary or university townships. In order to make the aid to Wisconsin available at an early date, Governor Dodge, in his first message to the Legislature, October 26, 1836, recommended an application to Congress for the donation of one township of land for the foundation of an academy. By this a school of high grade was evidently intended. This suggestion to memorialize Congress was not followed. During the session, however, an act was passed to establish the "Wisconsin University" at Belmont; trustees were named, to the number of thirty-one; but no steps were taken to carry the act into effect. A year later the "Wisconsin University of Green Bay," afterward called "Hobart University," was incorporated.

At the same session an act of the Legislature provided for the "University of the Territory of Wisconsin;" and here we find the conception of the future State University taking definite shape. The institution was to be under the government of a Board of Visitors not exceeding twenty-one in number. Of these the Governor, the secretary of the Territory, the judges of the supreme court, and the president of the University were visitors *ex officio;* the remainder were named by the Legislature. The merits of this organization of the Board need not detain us, since these Visitors never had an actual university under their control.

This attempt to establish a university was genuine and earnest; a joint resolution of the two houses of the Legislature directed the territorial Delegate in the House of Representatives to ask of Congress an

appropriation of twenty thousand dollars for the erection of buildings for the new institution, and also an endowment of two townships of land. It was desired that this grant should be located east of the Mississippi River, as it was known that that stream would be the western boundary of the new State.[1]

The Delegate was unable to secure the twenty thousand dollars; but by an Act of Congress approved June 12, 1838, the Secretary of the Treasury was authorized to set apart and reserve from sale, out of any public lands within the Territory of Wisconsin to which the Indian title had been, or might be, extinguished, and not otherwise appropriated, a quantity of land not exceeding two entire townships, for the support of a University, and for no other use or purpose whatsoever. This land was to be located in tracts of not less than an entire section each, corresponding with any of the legal divisions into which the public lands are authorized to be surveyed.

One or two portions of this Act are worthy of note here. The earlier Congressional grants for university purposes had provided for the location of the townships *en bloc*. In the grants to Michigan and Wisconsin a different policy was inaugurated. Authority was given to select the lands in seventy-two parcels from unoccupied lands in any portion of the State, and opportunity was thus given to secure, by judicious choice, excellent lands for the endowment of the University. The sequel will show how shamefully this opportunity was abused.

Again, the land was given for the *support* of a University. The grant seemed to contemplate that the proceeds should be used for the *maintenance* of an institution whose grounds, buildings, apparatus, and all essentials to its organization should be furnished by the State at its own expense. The results of ignoring this manifest intent of the grant were most disastrous, and in time brought the University to very narrow straits.

An attempt was made by the Board of Visitors of the Territorial University to have these 46,080 acres of land put under their control; but the land was never so appropriated. The powers of the Board of Visitors continued throughout its existence of nearly ten years to be merely nominal. Its only office was to keep alive the university idea.

Something was accomplished during the territorial period in the way of selecting the lands. Commissioners for this purpose were appointed by the Legislature in January, 1839. But nothing was done by them, and, in 1841, Nathaniel F. Myer was appointed to select a quantity, not exceeding 10,248 acres. The duty was performed with care and good

[1] The Territory of Wisconsin in 1837 included, outside the boundaries given to the State on its admission into the Union, what now forms the States of Iowa and Minnesota, together with a large portion of Dakota. By Act of Congress, June 12, 1838, the limits of the Territory were contracted so that of all the territory beyond the present bounds of the State, the north-eastern portion of Minnesota alone remained. *This, in turn, was lopped off when the State was admitted in 1848.*

judgment. The subject of the appraisal of the university lands will be treated in another connection.

Summary.—Up to the time of the admission of Wisconsin as a State, in 1848, no progress had been made toward the establishment of a University beyond the location and appraisal of part of the seventy-two sections of land donated in 1838 by the General Government. A Board of Visitors of the "University of the Territory of Wisconsin" had been in existence, but had served no function other than the merely passive one of perpetuating the expectation of a University, and thus preventing the dissipation of the resources of the prospective institution.

LANDS AND FUNDS.

In the 46,080 acres of the grant of 1838 was the possibility of a most liberal university fund. But, although Wisconsin might have taken warning from the evils that had accompanied the administration of the university grants in the four States previously created out of the North-West Territory, she neglected to take counsel from this experience and even fell into special error of her own. The history of the Wisconsin grants is important and interesting, not only as a contrast to the more enlightened and faithful management of similar trusts in other States, especially those admitted in later years, but also as being intimately connected with the fortunes of the University, at least in the earlier portion of its career.

Selection of the Lands.—By joint resolution of January 11, 1840, the Governor of the Territory was authorized to appoint one competent person in each of the land districts in the Territory to locate a portion, not exceeding two-thirds, of all the lands given by Congress for the support of a University. The lands were to be selected by the commissioners in equal quantities in each of the districts, as best to promote the interests of the fund. No improved land or lands claimed by actual occupants should be selected. Within thirty days after making the selections in any one district, the commissioner was to give public notice thereof, in a newspaper printed in his land district, for six successive weeks, and on completing the selections, make a report to the Governor, to be by him approved and transmitted to the Secretary of the Treasury of the United States, with a request that the several tracts of land therein mentioned might be set apart and reserved for the intended purpose. During the year 1840, 30,748 acres were located; but the lands set apart in the Mineral Point land district, although twice selected, were not approved by the Secretary of the Treasury. In the other two districts about 20,497 acres were reserved, leaving yet to be set apart on February 3, 1846, a fraction over 25,582 acres. This residue of the seventy-two sections was located during the territorial period.

Appraisal and Sale of the Lands.—Notwithstanding steps were taken to induce the Legislature to apply the grant of 1838 to the "University of the Territory of Wisconsin," and to put the proceeds of sale under

the control of the Board of Visitors of that nominal institution, it was never so disposed of. The State Constitution made these lands a basis for the support of a State University. Measures were immediately taken to make the fund available. The Legislature, by an act approved August 12, 1848, authorized the appointment of three persons in each county as State appraisers of school and university lands. They were required to take an oath "to appraise the same at a fair valuation, without reference to any improvements made thereon, but giving due consideration to other circumstances, such as proximity to settlements, credit for purchase money, etc." Sixty-three sections were soon appraised at an average valuation of $2.78 per acre, ranging from $1.13 in Grant County to $7.06 in Washington County. In many cases the appraisements were ridiculously small. Immigrants were pouring into the new State and the country was being rapidly settled. The lands in a short time would be worth many-fold the appraised value. The policy adopted by the State was not that of securing the largest possible fund for the University, but of attracting settlers by the low prices of land. This course, though undoubtedly of temporary advantage to the State at large by promoting immigration, was disastrous to the permanent interests of the University.

The Congressional grant was bestowed, not for the *foundation*, but for the *support* of the University; not as an original *basis*, but as an *endowment*. These lands were not the property of the State to be disposed of at will and pleasure; they were held in trust to be sacredly guarded. A faithful administration of this trust would have required that the lands should be sold at the highest possible price, and, if necessary for this purpose, they should have been withheld from sale for a considerable time. But the State was recreant to the trust reposed in her. Reasonable care and judgment had been bestowed upon the selection of the lands, and the appraisers had opportunity to insure to the University the basis of a magnificent endowment; but it was preferred that even the best lands should be sold at the low Government price, in order to enhance the attraction to settlers to the highest possible extent.

The lands selected were often found to be pre-empted under the United States homestead laws, and new lands had to be selected and appraised at considerable expense. In January, 1850, the regents called the attention of the Legislature to these illegal appropriations and appraisals. They pointed out that "while the school lands, which are of course lands of ordinary quality, are appraised at an average value of $3.44 per acre, the *selected* university lands are appraised at the average value of $2.78, being sixty-six cents less per acre than the appraised value of the school lands."

Of course no effort was made to obtain more than the appraised valuation for the lands. A law of 1849 authorized sales and provided for the investment of the proceeds. The minimum price was fixed at the *appraised valuations*, but these were too easily converted into a maxi-

mum. Many sales were made during the following year. In 1850 a better policy was adopted, looking to a larger ultimate fund; the minimum price was raised to ten dollars per acre. Notwithstanding the sale during the next year of more than a thousand acres at or above the increased price, the pressure brought to bear upon the Legislature was sufficient to procure the passage of an act reducing the minimum price to seven dollars an acre, with some exceptions. Pre-emptors were given credit for the excess over the new minimum price.

But this more enlightened policy in reference to the university trust was but temporary. The particular evil in the administration of the educational trust funds in Wisconsin was that of using the national grants in a way to attract immigration at the expense of the interests of the trusts. The advancement of the material interests of the State was laudable in itself, but there is not a particle of justification for sacrificing permanent educational interests to more rapid settlement. But the latter became the settled policy of the State. In 1852 new appraisals, at a minimum of three dollars per acre, were directed, and most of the remaining lands were accordingly valued and sold at that price. The sum of one hundred and fifty thousand dollars was all that was realized from the seventy-two sections. From a similar grant Michigan realized over half a million.

In 1848 seventy-two sections of saline lands were granted to Wisconsin. As there were no saline lands in the State, the Legislature petitioned Congress to substitute for them seventy-two additional sections for the University. The desired substitution was made in 1854. But, although the lands were carefully selected, the errors and shortcomings displayed in the management of the former grant were repeated in this. Sales were made on the terms fixed by the law of 1852, absurdly low as they were. In 1859 the provisions for appraisal were repealed, leaving the minimum price, however, at three dollars; and in 1864, in spite of the constitutional provision requiring appraisal before sale, the price of all lands never appraised was fixed at three dollars per acre.

System of Investments.—The system of investments was pernicious, and caused great losses to the fund. The proceeds of sales were loaned by the commissioners—the secretary of state, treasurer, and attorney-general—to individuals in sums of not over five hundred dollars to each, upon real estate mortgages. It was impossible for three individuals at the capital to make safe investments to thousands of persons all over the State, of whose responsibility they knew nothing. The absurdity of the system was exposed by the land commissioners in their report for 1861: "The State government having assumed the management of a trust fund, ought, at least, to manage it as prudently and carefully as a man of ordinary judgment and discretion would manage his own affairs. Yet, would any prudent capitalist invest his own money in loans to men he did not know, taking security upon lands he never saw, with no better evidence of their value than the appraisement of two men of

whom he knew nothing?" In 1862 investments in State bonds were authorized, and subsequent laws provided for loaning the funds to cities and counties, and for investments in United States bonds. But great losses had occurred under the old system of loaning to individuals; exactly how much these were it is impossible to say.

Disposition of the University Funds.—Not only was the trust reposed in the State betrayed and the interests of the University sacrificed by the illegal or inadequate appraisals of the lands and the low prices fixed, but the fund when accumulated was diverted from its true objects. The grants were bestowed, not for the *foundation*, but for the *support* of the University. But loans of twenty-five thousand dollars and fifteen thousand dollars were authorized by the Legislature from the principal of the fund to build North and South Dormitories. It was necessary, therefore, to use the interest largely for the repayment of these loans, instead of for its true purpose of carrying on instruction and providing a library and appliances.

The grant of 46,080 acres in 1854 renewed the hopes of the friends of the University. The report of the regents for that year pictures the future in glowing terms: "After the reduction of this new grant to the productive form, and the extinction of the debt, the annual income of the whole endowment will not fall far short of twenty-two thousand dollars, and receipts from other sources will swell this amount to twenty-five thousand dollars. These conditions will enable the Board to carry on successfully the collegiate, normal, and agricultural departments; to provide for the additional structures without the accumulation of debt; to make yearly additions to the apparatus, library, cabinet, and other collections; and, finally, to establish the professional schools of law and medicine." But these just hopes of what should be realized from the new endowment were vain; in a few years the University passed through the severest crisis in its history; fresh loans for the erection of the main hall threw an additional burden upon the funds, so that the closest economy barely sufficed to prevent the temporary closing of the University. Finally, the income of the University in 1866 had dwindled to a mere pittance of five or six thousand dollars.

In 1862 Wisconsin received two hundred and forty thousand acres of land by virtue of the Agricultural College Act. It is not necessary to review the old tale of low appraisals and of sales at almost nominal prices. The history of the application of this grant, in its productive form, belongs properly to the second period of our history. And we may now leave this story of mismanagement and fraud to review the internal affairs of the University. When we return to the subject of the funds and endowments of the institution, we shall find that the year 1866 forms a real and decisive turning-point; we shall observe a different attitude toward the school on the part of both Legislature and public, and we *shall see an attempt* to atone for these errors of the past.

ORGANIZATION AND EARLY YEARS.

Constitutional Provisions.—In addition to provisions for the appraisal and sale of the university lands, the State Constitution, which went into effect in 1848, contains the following section in relation to the University:

"Provision shall be made by law for the establishment of a State University, at or near the seat of State government, and for connecting with the same from time to time such colleges in different parts of the State, as the interests of education may require. The proceeds of all lands that have been or may hereafter be granted by the United States to the State for the support of a University, shall be and remain a perpetual fund, to be called the 'University Fund,' the interest of which shall be appropriated to the support of the State University, and no sectarian instruction shall be allowed in such University."

Board of Regents.—An act of incorporation was passed soon after the organization of the State government. The control of the University was vested in a Board of Regents, consisting of a president and twelve members. The twelve were to be chosen by the State Legislature; they were to elect a chancellor, who should be *ex officio* president of the Board.

State Universities were at this period a new departure; the comparative merits of different systems of control had not yet been tested by experience, nor had events as yet called for thorough discussion of various plans of external management.

Early Conditions.—The first meeting of the Board of Regents was held October 7, 1848; but the first steps toward the organization of the University were not taken until January 16, 1849. Subsequent events indicate that the attempt to create a State collegiate institution was premature. Indeed, these preliminary steps had in view only a preparatory school; regular college classes were yet in the future. Even the common schools of the State were still in a low and struggling condition. There were no high schools, intermediate in grade between the district school and the college. Academies under private management were extremely few in numbers. Altogether, there were no such adequate facilities for preparatory instruction as would be necessary to give the University the quality and number of students requisite for the highest success. Add to this, that there was no general public interest in higher education, and that such enthusiasm as there was attached almost exclusively to denominational schools. The toils incident to the development of a new country leave little opportunity for devotion to intellectual culture, and those labors are even hostile to growth in this direction. All energy and zeal are occupied in the daily practical duties of life. In addition to this, the people generally had not become reconciled to the idea of State control of higher education. Even now, many who concede fully the right of the State to establish and control the

common schools are opposed to extending the same principle to higher education. But in 1849 the support of common schools by general taxation was a very recent departure from the old rate system. There was a general feeling that it is not the proper function of the State to foster higher education, and that this should be left to private and denominational effort; and this the early settlers were taught by the example of their native States, from which they migrated, where government had done but little to build up the best institutions of learning in the land.

Necessity of Early Organization.—But notwithstanding these formidable obstacles, it was necessary that the University should be immediately organized and launched upon its career. The reason for this lay in the danger that the funds would be lost if an earnest were not given of a genuine intention on the part of the State to maintain a University. An actual University must be put into operation, to which the friends of State support of higher education could point, to emphasize the necessity of a careful management of its funds. A living university interest had to be created, that should rally its supporters to ward off all attacks upon the University's resources. For, as we have seen, the experience of Michigan in the mismanagement of university grants was being repeated in Wisconsin, and to an even greater extent. The possibility that the University might never be more than a name would give free scope for other educational "interests" to seek to share its funds. There was also a manifest tendency to appraise and sell the university lands at merely nominal rates in order to attract settlers. Thus it became necessary to organize the University, even though, from one point of view, the people were not ready for it. If an actual school were not at once instituted, there would soon be no adequate resources left to establish and sustain one in the future.

Accordingly the regents, in their first annual report, were able to set forth some measures taken during the year, looking to the development of the nascent University.

Selection of a Site.—Among the locations available near the village of Madison, the regents decided that the one that had long been known as "College Hill," in recognition of its fitness for the purpose, was the most suitable. The eminent wisdom of the choice was perhaps not fully realized at the time. The advantages to be offered by Madison as a centre of educational, social, and political activity could not indeed have been foreseen. But popular choice had long fixed upon the site chosen because of its natural attractions; and in this regard no place more thoroughly adapted for a University could be desired. As was said by President Bascom, long after the time we are now considering, "In the natural beauty of its grounds, and the desirableness of its location on Lake Mendota, it stands almost unrivalled among the colleges and universities of the United States. When this beauty shall be fully developed, it will be a constant source of inspiration, and an ever re-

newed invitation to the student to a thorough delight in the natural world. Adding itself to the enthusiasm of youth and the enthusiasm of inquiry, it makes the morning hours of knowledge bright in reality and glorious in memory."

The terms of sale offered by the owner of the property were accepted, and recommended to the Legislature for the required approval. The choice and the terms were sanctioned, and fifty acres were accordingly purchased.

Preparatory School.—There were, at this time, few academies in the State where the requisite preparation for a college course could be obtained. In new States a considerable period must elapse before the growth of population, the accumulation of wealth, the development of educational interest, and the appreciation of liberal culture lead to the establishment of high schools and academies in sufficient numbers to supply the colleges with adequate and abundant material. Accordingly the regents established a preparatory school. The western colleges and universities generally have found it necessary to create and maintain for many years such adjuncts to the regular college instruction.

The people of Madison tendered the use of a building rent-free, and the school was opened in February, 1850, under the charge of Prof. John W. Sterling. Professor Sterling was connected with the University for thirty-four years, and his services to the institution, whether in its severe trials or in its prosperity, were of incalculable value.

The regents limited their liability in respect to salaries to five hundred dollars. This illustrates the feeble beginnings and the scanty resources of the new University. It was expected that the avails of the tuition fees, which were fixed at twenty dollars per pupil, would supply sufficient additional means. The preparatory course embraced the usual amount of classical study required for admission to the eastern colleges.

The Chancellor.—Although it was not expected that regular University classes would be organized for some years to come, the regents elected a chancellor, in order that they might have the benefit of his professional skill and experience in all preliminary action. In view of prospective headship of the school, he would of course feel a great interest in all measures relating to it. As also the chancellor was made by the act of incorporation *ex officio* president of the Board, the law seemed to contemplate the election as one of the first duties of the regents. John H. Lathrop, then president of the University of Missouri, was chosen. His duties were to commence with the next collegiate year. The chancellor's salary was fixed at a maximum of two thousand dollars per annum, which was then the average salary of American college presidents. This amount was recommended to the Legislature and approved.

Cabinet.—Steps were taken to form a cabinet of natural history. H. A. Tenney, *Esq.*, of Madison, was made the agent of the Board to col-

lect specimens, and served in this capacity and as librarian for some years. At the end of this period he had formed a very respectable nucleus of a cabinet. Said Prof. S. H. Carpenter, writing in 1876, "Under his able and efficient management this department of the University soon reached a development far beyond the most sanguine expectations of its friends. It is to the self-denying labors of this early and true friend of the University that our present cabinet owes its existence." But these collections, together with very valuable and extensive subsequent accumulations, were destroyed by fire in 1884, and cannot easily be replaced.

The subject of buildings was also considered by the regents during the first year, but no definite plan was adopted.

Opening of the University.—Section 9 of the act of incorporation provided that "The University shall consist of four departments:

1. The department of science, literature, and the arts.
2. The department of law.
3. The department of medicine.
4. The department of the theory and practice of elementary instruction."

The preparatory school was, of course, intended to fit pupils for the "department of science, literature, and the arts." The opening of the University proper did not occur until January 16, 1850, when Chancellor Lathrop was formally inaugurated. The question of immediate practical interest and importance was that of the organization of the fourth department mentioned above. Special stress was laid upon this, both in the inaugural address and in that of one of the regents on behalf of the Board.

The Constitution of the State provides that the residue of the school fund beyond the amount required for the support and maintenance of common schools in each school district, and the purchase of suitable libraries and apparatus therefor, shall be appropriated to the support and maintenance of academies and normal schools. One of the most prominent educational topics under discussion in the country at the time was that of normal schools, and it was foreseen that earnest efforts would be made to establish them in Wisconsin and to secure a large fund for the purpose. It was the object of the University to secure these resources, or part of them, in aid of the normal department. But in providing for the support of normal schools, the constitutional provision rather had in view separate schools for purely professional training. It does not fairly embrace a branch of the University, such as is indicated in the charter and such as is now being revived in our university chairs of theory and practice of teaching. But in the absence of normal schools it was thought that the patronage of the University would be increased by the attendance of those seeking preparation as *teachers, and that* the teachers' institute work could be most readily *carried on for a time* through the medium of the University. Zealous ex-

ortions were made, year after year, to secure aid for the normal department from the school fund.

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dice of this kind ever existed, it is fast disappearing before more enlightened views of the duty of the State to make the range of its institutions of learning co-extensive with the entire educational wants of the community.

"In a new country, and among a pioneer population, there is not, generally, the same appreciation of a liberal education as prevails in older communities. The immediate objects of men in the formation of new settlements do not so manifestly require high intellectual culture. From the operation of this cause, the patronage of a new University in a new State is not likely, during the first generation, to keep pace with the progress of wealth.

"It is also true in a new country, that in proportion to the population, there are fewer families than in older communities who are able to send their sons from home for the prosecution of a liberal course of study.

"There is another cause which has greatly retarded the growth of western institutions. There is, not unnaturally, a disposition on the part of those of our citizens who have been most successful in the accumulation of wealth to finish the education of their sons at eastern institutions, with whose reputation they had been familiar from their earliest years.

"From the operation of these causes it cannot be expected that the classes which pursue the whole collegiate course through to graduation will be large for the first ten years. This has been the universal experience of western institutions; and the most that can be reasonably expected of the University of Wisconsin is, that it should not fall behind, in the number of its graduates, the most successful of the new institutions of the like grade."

The whole number of students up to 1852 was but 46; the attendance in 1852–53 was 66, and, with the exception of two years, we find a steady increase. In 1858–59 the attendance was 243. There were five graduates in 1857, the largest number until 1859 and 1860, in each of which years there were eight.

A Critical Period.—Yet, this increase in patronage was in spite of the growing feeling of hostility which has already been noted. Criticisms upon the University were rife, and there were constant charges of general mismanagement and failure to meet the wants of the people. But the fortunes of the University had been so largely taken out of the control of the regents by the action of the State that the Board was powerless to accomplish more than it did. From authorizing loans from the principal of the University Fund the Legislature had gone on to the assumption of complete control; and the idea was fostered and spread abroad that the State might do as it pleased with the trust reposed in her. "Indeed," says Professor Carpenter, "many members of the Legislature came to the capital ignorant of the fact that the University was supported by a trust fund; and looked upon the funds used in its main-

tenance as so much taken from the State treasury (as it was by the fiction of the law of 1854), and therefore so much added to the burden of general taxation. The denominational colleges sent up petitions asking that the University Fund and its income be divided among them, and the State University be abandoned. Many names were attached to these petitions, and the local press favored the measure, until a pressure was brought to bear upon the Legislature that was almost irresistible."

"On the 19th of March, 1855, a member of the Board of Regents (elected on the 15th) introduced a bill into the Assembly to repeal the charter of the University, distribute its funds, and give its income to the denominational colleges of the State. This was looked upon as such a manifest betrayal of his trust as a regent that his proposition met with but little favor, and he obtained permission to withdraw it. The next year (in March, 1856) a bill was introduced into the Senate 'for an act to regulate the disbursement of the income of the University Fund.' The reasons assigned in support of this measure were the general mismanagement of the institution, and its alleged failure to meet the wants of the people. The temper of the Legislature is shown by the fact that the Senate ordered the document printed at the expense of the State, and two thousand copies were scattered over the State."

In order to obviate some of the criticisms, the Board of Regents proceeded to organize the departments of law and medicine. The latter of these was established in 1855 with eight professorships, to which incumbents were named. But the medical school only existed for a short time, on paper.

Professors of law were elected in 1857, but, owing to lack of funds, this attempt at organization of a department of law came to naught.

But an outcry against the additional expenditure involved in the small appropriation made by the regents for the support of the law and medical schools caused the Board to rescind their action at a meeting called specially for the purpose. Soon after a bill for the total reorganization of the University was presented in the Legislature, and finally failed of passage only by not being reached in the last hours of the session.

As a result of the agitation the regents were compelled to yield to the popular demand by voluntarily adopting substantially the same plan as was contained in the defeated bill. The following communication from Chancellor Lathrop to the Board of Regents, in June, 1858, indicates the points wherein the failure or inefficiency of the University was conceived to lie: "The agitation of the University interest in the late Legislature developed two ideas connected with the administration of the institution, of sufficient importance, in the opinion of several members, to justify a call of the Board.

"The first is, that the time has arrived for a full development of the

normal department of the University. As the regents of normal schools indicate a disposition to co-operate with the regents of the University in this behalf, I would recommend this subject to the favorable consideration and action of the Board.

"The other idea is, that in the administration of the department of 'science, literature, and the arts' in the University, a more distinct bias should be given to its instructions in the direction of the several arts and avocations as they exist among men; that the practical should take rank of the theoretical in the forms as well as the substance of University culture."

These two points, in fact, had been specially prominent in the popular demand from the very beginning. In the plan proposed in the Legislature the departments were enumerated as follows: (1) Normal instruction; (2) agriculture; (3) commerce; (4) civil and mechanical engineering; (5) natural science; (6) philosophy; (7) jurisprudence; (8) philology; and doubtless these were enumerated in about the order in which the supporters of the bill conceived they should take rank. The Legislature also broke over the ancient college tradition in proposing to admit women to the full benefits of the University.

In the plan of reorganization adopted by the Board of Regents there was a somewhat different arrangement of departments, or schools: Philosophy, philology, natural science, civil and mechanical engineering, agriculture, polity. The order in which these departments are named is significant of the opinion held by the regents as to the proper place of the humanities in the college curriculum, as contrasted with the views put forth in the Legislature.

Immediately after this reorganization Chancellor Lathrop resigned, and was elected to the chair of ethical and political science. But this position, too, he resigned soon after, and withdrew entirely from the University, in order that the institution might not be embarrassed by any odium which had attached to him, though unjustly, on account of his part in the late struggle. This crisis in the history of the University is thus summed up by Professor Carpenter: "Thus ended the long and eventful struggle between the University and its critics. In the end the justice of much that was urged against its management was acknowledged by the substantial acceptance of the proposed plan by the Board of Regents, and by the fact that with its adoption all legislative interference ceased, and a firm and generous friendship took the place of the old coldness and lack of confidence."

The University was yet to pass through a period of trial and decline; but it was not again obliged to contend for its very existence; it did not again have to meet such extreme and virulent hostility.

The Chancellorship.—Dr. Henry Barnard was chosen as successor to Chancellor Lathrop. In addition to the presidency of the University, *Doctor Barnard* received an appointment as agent of the normal school *board, to conduct* institutes and deliver educational addresses. Great

expectations were formed of the benefits to accrue to all parts of the school system from Doctor Barnard's connection with it. But these hopes were not destined to be realized, although they were justified by the reputation and by the well-known zeal and energy of the new chancellor. Dr. Barnard's health was poor, and for considerable periods he was unable to attend to his duties. Such effort as he was able to make was put forth in discharge of his duties as agent of the normal school board. The uplifting of the common schools was the object of his special labor and enthusiasm. The University saw little or nothing of him, and suffered greatly in consequence from lack of a guiding and controlling hand.

Dr. Barnard's resignation, offered in June, 1860, was accepted in February of the next year. The chancellorship remained vacant for a number of years. Professor Sterling, as "dean" of the Faculty, acted meanwhile as executive officer of the University. To him the University owes a great debt for faithful and untiring services in these critical years. Doubtless the Board of Regents should have given him in name the position and the power that he held in fact. The lack of responsible headship was of great detriment to the University; its position was lowered in the opinion of both students and public.

The Civil War.—Financial embarrassments, which became very serious about 1860, obliged the regents to lessen the working force of the University and reduce expenses to the lowest possible figure. An ordinance of June 11, 1860, limited the instructional force to five professors and one tutor. Salaries were reduced at the same time. In this way the University was able to tide over a period of extreme adversity.

The following were the members of the faculty as reorganized:

John W. Sterling, *Dean of the Faculty and Professor of Mathematics and Natural Philosophy.*

Daniel Read, *Professor of Mental, Ethical, and Political Science, Rhetoric, and English Literature.*

Ezra S. Carr, *Professor of Chemistry and Natural History.*

James D. Butler, *Professor of Ancient Languages and Literature.*

John P. Fuchs, *Professor of Modern Languages and Literature.*

J. B. Parkinson, *Tutor.*

David H. Tullis, *Instructor in Commercial Calculations and Bookkeeping.*

The military spirit developed by the War pervaded the University not less than the community at large. At the beginning of the year 1861, a military company was organized among the students. It was encouraged by the Faculty, who state, in their report of 1862, "Besides enabling most who have left us for the army to start as officers, it has heightened the physical vigor of all who have shared in it, and thus given aid to true mental efforts." The War of course caused a great

decrease in attendance. Not only did it prevent the accession of new students, but it drew many away from the University itself. Nineteen students are reported as serving in the army in 1861, and thirty-five in 1862. All the class of 1864 were in the field, and, for the first time since 1854, no commencement exercises were held. The annual attendance was reduced to fifty or sixty. In the face of extreme discouragements and in spite of meagre compensation the little band of professors toiled bravely on, until the return of peace and a new era of prosperity infused fresh life into the University.

The Female College.—During the spring term of 1863 a normal department was opened under charge of Prof. Charles H. Allen. Seventy-six ladies at once took advantage of the course. For the first time women were allowed the privileges of the University. The members of the normal school enjoyed the full course of University studies. While the department was established primarily for the training of teachers, the regents explained that the lectures in the University courses, upon chemistry, geology, botany, mechanical philosophy, and English literature, would be free to all. The Faculty in 1865 say of the normal school:

"The Faculty are of the opinion that the normal department has made the University a more useful institution, during the past three years, than otherwise it would have been. It is not, however, to be disguised that, among many former students of the University, and among leading ones now in the institution, there has been a strong feeling of opposition to the department, mainly on the ground of its bringing females into the University. There has been an apprehension that the standard of culture would be lowered in consequence. No reason whatever has as yet existed for this apprehension. There has been no such mingling of classes in the higher and more recondite subjects as to render this effect possible, even if it would be the result; and, in point of fact, there has not been a period in the history of the University when some few students have carried their studies to a higher or wider range than in recent classes."

The time was to come when it would be recognized that these young men must look well to their laurels in the "higher and more recondite subjects."

Professor Allen resigned in January, 1865, intending to leave at the end of the school year. He remained, however, a part of the fall term.

Prof. Joseph L. Pickard was his successor, serving during the winter and spring terms of 1866.

Dawn of Prosperity.—The close of the War and the revival of business prosperity increased the number of students and led to plans for expanding the scope of the university work. But the prospects were not yet sufficiently bright to induce Hon. J. L. Pickard to accept the chancellorship, which was offered him in June, 1865. The office of *vice-chancellor* was created, and held by Professor Sterling until 1866.

But increased resources and a radical reorganization were necessary

to enable the University to meet the requirements of the work demanded from it. From the report of the Secretary of State for 1866 it appears that the whole amount at the disposal of the regents for the year 1866–67 was about $5,646.40. Out of this were to be paid the salaries of six or seven professors, two assistants in the normal department, and incidental expenses, such as fuel, repairs, etc. And, in order to create confidence in the University and secure the needed aid from the State, a reconstruction of the Faculty, and, in fact, an entire change in the organic law were necessary. The people were now prepared to sustain a public institution for higher education, if it were made adequate to its purpose.

Summary.—The history of the University thus far has been one of adversity and, at times, even of struggle for life. There has been little to recount of progress and expansion in its work. The causes of this lack of vigor and progressiveness were two—the hostility to State institutions of higher education and the dissipation of the resources of the University through the mismanagement of its finances. Yet, meagre as the original endowments proved to be as compared with what was justly expected, they were sufficient to maintain the University until public sentiment was ripe in favor of State support of higher education. The foundations were then laid upon which a goodly structure could be raised. But without the nucleus of the national aid there would in Wisconsin, as in other States, be no State University. It would have been impossible in the first twenty years of Wisconsin's history to induce the people to tax themselves for the support of higher education, and probably the time would yet be distant when they would do so to build up an institution from the very corner-stone. At the time now reached, however, the old dislike toward "State" universities had largely disappeared. An institution already in existence and with at least a local reputation could command general favor and generous support.

REORGANIZATION AND GROWTH.

The development of Wisconsin's resources, the increase of wealth, the broadening educational interest, stimulated by the success of such State institutions of higher education as those of Michigan and Iowa, made it necessary to reorganize the University and enlarge the scope of its work, in order to adapt it to the new and larger demands. The curriculum was narrow and inflexible. The University could not be lifted out of the accustomed rut without a radical change in its spirit and methods. The traditional college course must be superseded by an organization capable of expanding in response to the requirements of the active educational thought and experience, and which would bring the University closer to the real needs and life of the people. The plan of reconstruction adopted in 1866 was sufficiently broad to embrace new elements of progress for many years.

lect specimens, and served in this capacity and as librarian for some years. At the end of this period he had formed a very respectable nucleus of a cabinet. Said Prof. S. H. Carpenter, writing in 1876, "Under his able and efficient management this department of the University soon reached a development far beyond the most sanguine expectations of its friends. It is to the self-denying labors of this early and true friend of the University that our present cabinet owes its existence." But these collections, together with very valuable and extensive subsequent accumulations, were destroyed by fire in 1884, and cannot easily be replaced.

The subject of buildings was also considered by the regents during the first year, but no definite plan was adopted.

Opening of the University.—Section 9 of the act of incorporation provided that "The University shall consist of four departments:

1. The department of science, literature, and the arts.
2. The department of law.
3. The department of medicine.
4. The department of the theory and practice of elementary instruction."

The preparatory school was, of course, intended to fit pupils for the "department of science, literature, and the arts." The opening of the University proper did not occur until January 16, 1850, when Chancellor Lathrop was formally inaugurated. The question of immediate practical interest and importance was that of the organization of the fourth department mentioned above. Special stress was laid upon this, both in the inaugural address and in that of one of the regents on behalf of the Board.

The Constitution of the State provides that the residue of the school fund beyond the amount required for the support and maintenance of common schools in each school district, and the purchase of suitable libraries and apparatus therefor, shall be appropriated to the support and maintenance of academies and normal schools. One of the most prominent educational topics under discussion in the country at the time was that of normal schools, and it was foreseen that earnest efforts would be made to establish them in Wisconsin and to secure a large fund for the purpose. It was the object of the University to secure these resources, or part of them, in aid of the normal department. But in providing for the support of normal schools, the constitutional provision rather had in view separate schools for purely professional training. It does not fairly embrace a branch of the University, such as is indicated in the charter and such as is now being revived in our university chairs of theory and practice of teaching. But in the absence of normal schools it was thought that the patronage of the University would be increased by the attendance of those seeking preparation as *teachers, and* that the teachers' institute work could be most readily *carried on for a time* through the medium of the University. Zealous ex-

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Normal Department.—In addition to his collegiate appointment, the regents elected Professor Read to the normal chair in the department of "theory and practice of elementary instruction." Professional instruction was "to be rendered in the art of teaching, during the summer term of each year." Thus the first step was taken in the long-cherished project of normal training. The experiment was continued only to the extent of two courses of lectures by Professor Read. The first, beginning in the latter part of May, 1856, continued through the eight remaining weeks of the term. Eighteen students attended these lectures. The second course, in 1857, was attended by twenty-eight students. Several years passed thereafter before a special course for teachers was revived.

Attendance and Growth.—Meanwhile the number of students was steadily increasing. The hostility of a large portion of the public to the new institution was, however, but slowly overcome. There was little popular appreciation of State universities. Chancellor Lathrop, in his report of December 25, 1851, thus indicated the state of the public mind: "Were the funds of the institution in a productive form and *now* adequate to its liberal support, there would not be, in my judgment, any lack of liberal patronage arising from any supposed bias in the mind of the community against a University under the control of the State, and constituting a part of its educational system. If a preju-

dice of this kind ever existed, it is fast disappearing before more enlightened views of the duty of the State to make the range of its institutions of learning co-extensive with the entire educational wants of the community.

"In a new country, and among a pioneer population, there is not, generally, the same appreciation of a liberal education as prevails in older communities. The immediate objects of men in the formation of new settlements do not so manifestly require high intellectual culture. From the operation of this cause, the patronage of a new University in a new State is not likely, during the first generation, to keep pace with the progress of wealth.

"It is also true in a new country, that in proportion to the population, there are fewer families than in older communities who are able to send their sons from home for the prosecution of a liberal course of study.

"There is another cause which has greatly retarded the growth of western institutions. There is, not unnaturally, a disposition on the part of those of our citizens who have been most successful in the accumulation of wealth to finish the education of their sons at eastern institutions, with whose reputation they had been familiar from their earliest years.

"From the operation of these causes it cannot be expected that the classes which pursue the whole collegiate course through to graduation will be large for the first ten years. This has been the universal experience of western institutions; and the most that can be reasonably expected of the University of Wisconsin is, that it should not fall behind, in the number of its graduates, the most successful of the new institutions of the like grade."

The whole number of students up to 1852 was but 46; the attendance in 1852–53 was 66, and, with the exception of two years, we find a steady increase. In 1858–59 the attendance was 243. There were five graduates in 1857, the largest number until 1859 and 1860, in each of which years there were eight.

A Critical Period.—Yet, this increase in patronage was in spite of the growing feeling of hostility which has already been noted. Criticisms upon the University were rife, and there were constant charges of general mismanagement and failure to meet the wants of the people. But the fortunes of the University had been so largely taken out of the control of the regents by the action of the State that the Board was powerless to accomplish more than it did. From authorizing loans from the principal of the University Fund the Legislature had gone on to the assumption of complete control; and the idea was fostered and spread abroad that the State might do as it pleased with the trust reposed in her. "Indeed," says Professor Carpenter, "many members of the Legislature came to the capital ignorant of the fact that the University was supported by a trust fund; and looked upon the funds used in its main-

tenance as so much taken from the State treasury (as it was by the fiction of the law of 1854), and therefore so much added to the burden of general taxation. The denominational colleges sent up petitions asking that the University Fund and its income be divided among them, and the State University be abandoned. Many names were attached to these petitions, and the local press favored the measure, until a pressure was brought to bear upon the Legislature that was almost irresistible."

"On the 19th of March, 1855, a member of the Board of Regents (elected on the 15th) introduced a bill into the Assembly to repeal the charter of the University, distribute its funds, and give its income to the denominational colleges of the State. This was looked upon as such a manifest betrayal of his trust as a regent that his proposition met with but little favor, and he obtained permission to withdraw it. The next year (in March, 1856) a bill was introduced into the Senate 'for an act to regulate the disbursement of the income of the University Fund.' The reasons assigned in support of this measure were the general mismanagement of the institution, and its alleged failure to meet the wants of the people. The temper of the Legislature is shown by the fact that the Senate ordered the document printed at the expense of the State, and two thousand copies were scattered over the State."

In order to obviate some of the criticisms, the Board of Regents proceeded to organize the departments of law and medicine. The latter of these was established in 1855 with eight professorships, to which incumbents were named. But the medical school only existed for a short time, on paper.

Professors of law were elected in 1857, but, owing to lack of funds, this attempt at organization of a department of law came to naught.

But an outcry against the additional expenditure involved in the small appropriation made by the regents for the support of the law and medical schools caused the Board to rescind their action at a meeting called specially for the purpose. Soon after a bill for the total reorganization of the University was presented in the Legislature, and finally failed of passage only by not being reached in the last hours of the session.

As a result of the agitation the regents were compelled to yield to the popular demand by voluntarily adopting substantially the same plan as was contained in the defeated bill. The following communication from Chancellor Lathrop to the Board of Regents, in June, 1858, indicates the points wherein the failure or inefficiency of the University was conceived to lie: "The agitation of the University interest in the late Legislature developed two ideas connected with the administration of the institution, of sufficient importance, in the opinion of several members, to justify a call of the Board.

"The first is, that the time has arrived for a full development of the

normal department of the University. As the regents of normal schools indicate a disposition to co-operate with the regents of the University in this behalf, I would recommend this subject to the favorable consideration and action of the Board.

"The other idea is, that in the administration of the department of 'science, literature, and the arts' in the University, a more distinct bias should be given to its instructions in the direction of the several arts and avocations as they exist among men; that the practical should take rank of the theoretical in the forms as well as the substance of University culture."

These two points, in fact, had been specially prominent in the popular demand from the very beginning. In the plan proposed in the Legislature the departments were enumerated as follows: (1) Normal instruction; (2) agriculture; (3) commerce; (4) civil and mechanical engineering; (5) natural science; (6) philosophy; (7) jurisprudence; (8) philology; and doubtless these were enumerated in about the order in which the supporters of the bill conceived they should take rank. The Legislature also broke over the ancient college tradition in proposing to admit women to the full benefits of the University.

In the plan of reorganization adopted by the Board of Regents there was a somewhat different arrangement of departments, or schools: Philosophy, philology, natural science, civil and mechanical engineering, agriculture, polity. The order in which these departments are named is significant of the opinion held by the regents as to the proper place of the humanities in the college curriculum, as contrasted with the views put forth in the Legislature.

Immediately after this reorganization Chancellor Lathrop resigned, and was elected to the chair of ethical and political science. But this position, too, he resigned soon after, and withdrew entirely from the University, in order that the institution might not be embarrassed by any odium which had attached to him, though unjustly, on account of his part in the late struggle. This crisis in the history of the University is thus summed up by Professor Carpenter: "Thus ended the long and eventful struggle between the University and its critics. In the end the justice of much that was urged against its management was acknowledged by the substantial acceptance of the proposed plan by the Board of Regents, and by the fact that with its adoption all legislative interference ceased, and a firm and generous friendship took the place of the old coldness and lack of confidence."

The University was yet to pass through a period of trial and decline; but it was not again obliged to contend for its very existence; it did not again have to meet such extreme and virulent hostility.

The Chancellorship.—Dr. Henry Barnard was chosen as successor to Chancellor Lathrop. In addition to the presidency of the University, *Doctor Barnard* received an appointment as agent of the normal school *board, to conduct* institutes and deliver educational addresses. Great

expectations were formed of the benefits to accrue to all parts of the school system from Doctor Barnard's connection with it. But these hopes were not destined to be realized, although they were justified by the reputation and by the well-known zeal and energy of the new chancellor. Dr. Barnard's health was poor, and for considerable periods he was unable to attend to his duties. Such effort as he was able to make was put forth in discharge of his duties as agent of the normal school board. The uplifting of the common schools was the object of his special labor and enthusiasm. The University saw little or nothing of him, and suffered greatly in consequence from lack of a guiding and controlling hand.

Dr. Barnard's resignation, offered in June, 1860, was accepted in February of the next year. The chancellorship remained vacant for a number of years. Professor Sterling, as "dean" of the Faculty, acted meanwhile as executive officer of the University. To him the University owes a great debt for faithful and untiring services in these critical years. Doubtless the Board of Regents should have given him in name the position and the power that he held in fact. The lack of responsible headship was of great detriment to the University; its position was lowered in the opinion of both students and public.

The Civil War.—Financial embarrassments, which became very serious about 1860, obliged the regents to lessen the working force of the University and reduce expenses to the lowest possible figure. An ordinance of June 11, 1860, limited the instructional force to five professors and one tutor. Salaries were reduced at the same time. In this way the University was able to tide over a period of extreme adversity.

The following were the members of the faculty as reorganized:

John W. Sterling, *Dean of the Faculty and Professor of Mathematics and Natural Philosophy.*

Daniel Read, *Professor of Mental, Ethical, and Political Science, Rhetoric, and English Literature.*

Ezra S. Carr, *Professor of Chemistry and Natural History.*

James D. Butler, *Professor of Ancient Languages and Literature.*

John P. Fuchs, *Professor of Modern Languages and Literature.*

J. B. Parkinson, *Tutor.*

David H. Tullis, *Instructor in Commercial Calculations and Bookkeeping.*

The military spirit developed by the War pervaded the University not less than the community at large. At the beginning of the year 1861, a military company was organized among the students. It was encouraged by the Faculty, who state, in their report of 1862, "Besides enabling most who have left us for the army to start as officers, it has heightened the physical vigor of all who have shared in it, and thus given aid to true mental efforts." The War of course caused a great

decrease in attendance. Not only did it prevent the accession of new students, but it drew many away from the University itself. Nineteen students are reported as serving in the army in 1861, and thirty-five in 1862. All the class of 1864 were in the field, and, for the first time since 1854, no commencement exercises were held. The annual attendance was reduced to fifty or sixty. In the face of extreme discouragements and in spite of meagre compensation the little band of professors toiled bravely on, until the return of peace and a new era of prosperity infused fresh life into the University.

The Female College.—During the spring term of 1863 a normal department was opened under charge of Prof. Charles H. Allen. Seventy-six ladies at once took advantage of the course. For the first time women were allowed the privileges of the University. The members of the normal school enjoyed the full course of University studies. While the department was established primarily for the training of teachers, the regents explained that the lectures in the University courses, upon chemistry, geology, botany, mechanical philosophy, and English literature, would be free to all. The Faculty in 1865 say of the normal school:

"The Faculty are of the opinion that the normal department has made the University a more useful institution, during the past three years, than otherwise it would have been. It is not, however, to be disguised that, among many former students of the University, and among leading ones now in the institution, there has been a strong feeling of opposition to the department, mainly on the ground of its bringing females into the University. There has been an apprehension that the standard of culture would be lowered in consequence. No reason whatever has as yet existed for this apprehension. There has been no such mingling of classes in the higher and more recondite subjects as to render this effect possible, even if it would be the result; and, in point of fact, there has not been a period in the history of the University when some few students have carried their studies to a higher or wider range than in recent classes."

The time was to come when it would be recognized that these young men must look well to their laurels in the "higher and more recondite subjects."

Professor Allen resigned in January, 1865, intending to leave at the end of the school year. He remained, however, a part of the fall term.

Prof. Joseph L. Pickard was his successor, serving during the winter and spring terms of 1866.

Dawn of Prosperity.—The close of the War and the revival of business prosperity increased the number of students and led to plans for expanding the scope of the university work. But the prospects were not yet sufficiently bright to induce Hon. J. L. Pickard to accept the chancellorship, which was offered him in June, 1865. The office of *vice-chancellor* was created, and held by Professor Sterling until 1866.

But increased resources and a radical reorganization were necessary

to enable the University to meet the requirements of the work demanded from it. From the report of the Secretary of State for 1866 it appears that the whole amount at the disposal of the regents for the year 1866–67 was about $5,646.40. Out of this were to be paid the salaries of six or seven professors, two assistants in the normal department, and incidental expenses, such as fuel, repairs, etc. And, in order to create confidence in the University and secure the needed aid from the State, a reconstruction of the Faculty, and, in fact, an entire change in the organic law were necessary. The people were now prepared to sustain a public institution for higher education, if it were made adequate to its purpose.

Summary.—The history of the University thus far has been one of adversity and, at times, even of struggle for life. There has been little to recount of progress and expansion in its work. The causes of this lack of vigor and progressiveness were two—the hostility to State institutions of higher education and the dissipation of the resources of the University through the mismanagement of its finances. Yet, meagre as the original endowments proved to be as compared with what was justly expected, they were sufficient to maintain the University until public sentiment was ripe in favor of State support of higher education. The foundations were then laid upon which a goodly structure could be raised. But without the nucleus of the national aid there would in Wisconsin, as in other States, be no State University. It would have been impossible in the first twenty years of Wisconsin's history to induce the people to tax themselves for the support of higher education, and probably the time would yet be distant when they would do so to build up an institution from the very corner-stone. At the time now reached, however, the old dislike toward "State" universities had largely disappeared. An institution already in existence and with at least a local reputation could command general favor and generous support.

REORGANIZATION AND GROWTH.

The development of Wisconsin's resources, the increase of wealth, the broadening educational interest, stimulated by the success of such State institutions of higher education as those of Michigan and Iowa, made it necessary to reorganize the University and enlarge the scope of its work, in order to adapt it to the new and larger demands. The curriculum was narrow and inflexible. The University could not be lifted out of the accustomed rut without a radical change in its spirit and methods. The traditional college course must be superseded by an organization capable of expanding in response to the requirements of the active educational thought and experience, and which would bring the University closer to the real needs and life of the people. The plan of reconstruction adopted in 1866 was sufficiently broad to embrace new elements of progress for many years.

The history since this reorganization presents a marked change from the former period in the spirit and attitude of the public toward the University. Distrust and neglect are replaced by confidence and generosity. The history of the past twenty years is one of steady growth, progress, and prosperity.

Endowment, Funds, and Buildings.—The act to reorganize and enlarge the University was approved April 12, 1866. Provision for its support is made by Section 13: "For the endowment and support of the University there are hereby appropriated: 1st, The income of the University Fund. 2d, The income of a fund to be derived from the sales of the two hundred and forty thousand acres of land granted by Congress to the State of Wisconsin, by virtue of an act approved July 2, 1862, entitled 'An act donating to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts,' which fund shall be designated as the Agricultural College Fund. 3d, All such contributions to the endowment fund as may be derived from public or private bounty. The entire income of all said funds shall be placed at the disposal of the Board of Regents, for the support of the aforesaid colleges of arts, of letters, and of such colleges as shall be established in the University, as provided in Section 2 of this act: *Provided*, That all means derivable from other public or from private bounty shall be exclusively devoted to the specific objects for which they shall have been designed by the grantors."

The University Fund consists of the proceeds of the grants of 1838 and 1854. The income, aside from taxes levied since 1866, is derived from interest on land certificates and on loans. At the time of the reorganization the Fund amounted to $160,230.70, and the receipts for the year ending September 30, 1867, were $11,894.20. In 1887 there were 1,710 acres of university lands unsold. The principal of the Fund, except a small cash balance in the State treasury, is productive, drawing interest mainly at seven per cent. On September 30, 1886, the amount of the productive University Fund was $190,998.35.

The second item of the endowment accrues to the University by the incorporation with it of the school of agriculture and mechanics, founded on the so-called agricultural college grant of 1862. One of the most difficult questions involved in the reorganization was the proper disposition of this grant. Inducements were offered to secure the connection of the school of agriculture and mechanics with some private denominational school, as was done in other States. Two successive Legislatures refused to apply the fund to the establishment of an independent school. Action was postponed until near the end of the period of five years within which the school must be in existence in order to avoid a forfeiture of the grant. Finally it was deemed best to incorporate the school with the University, especially in view of its character as a State institution. Accordingly it was made the duty of the Board of Regents, *as soon as* organized, to make arrangements to secure suitable lands in

UNIVERSITY OF WISCONSIN.
(Campus [illegible])

the vicinity of the University for an experimental farm, and to make such improvements thereon as would render it available for experimental and instructional purposes, in connection with the agricultural schools. To enable the Board to purchase and improve these lands, Dane County, under authority of the act, issued bonds for forty thousand dollars. With this amount nearly 195 acres of land west of the old university grounds and adjoining them were purchased at a cost of $27,054. The amount of productive Agricultural College Fund, September 30, 1886, was $258,597.74. The Fund yielded in the two years, 1886 and 1887, $32,990.91. The number of acres unsold, 1887, was 4,974. Both the University and the Agricultural College Funds have very nearly, if not quite, reached their maximum limits.

Before the reorganization in 1866 the State had never appropriated one dollar toward the support of its University, notwithstanding its serious financial embarrassments. The income was reduced from $18,397.70 in 1861, to $13,005.56 in 1862, and to $11,540.90 in 1863. The amount of University Fund income on hand September 30, 1866, was $5,501.47. This, with $144.93 belonging to the income of the Agricultural College Fund, constituted the whole amount at the disposal of the Regents for defraying incidental expenses and paying the salaries of six or seven professors, and two assistants in the normal department, during the year 1866–67. But immediately after the reorganization, the Legislature adopted a more liberal policy. By a law of 1862, $104,339.42 had been taken from the University Fund. This sum was virtually restored by an act of 1867, which appropriated annually for ten years to the income of the University Fund $7,303.76, being the interest on the amount taken from the Fund by the law of 1862. Hitherto the burden of caring for its funds had been thrown upon the University; but now the State treasurer was made *ex officio* treasurer of the University. The same liberal policy was still further pursued by the Legislature of 1870, which appropriated fifty thousand dollars for the erection of Ladies' Hall. A gymnasium was built in that year; but this is ill-constructed and poorly equipped, and must soon be replaced by a structure better adapted to the purpose.

By an act of the Legislature approved March 22, 1872, it was provided that there should be levied and collected for the year 1872, and annually thereafter, a State tax of ten thousand dollars, to be used as a part of the University income. The preamble cites in justification of this appropriation the reckless way in which the State had disposed of its grant from the General Government, thereby diminishing by one-half the fund which a faithful administration of the trust would have produced. Thus, when it was too late, confession of the wrong done the University was frankly made.

The increasing good-will of the people of the State toward the University was further shown in 1875 by an appropriation of eighty thousand

dollars for the erection of Science Hall. This building was completed in 1877.

In 1876 the annual tax of ten thousand dollars was replaced by one yielding a larger amount. The new tax was based on the assessed valuation of the taxable property of the State, being one-tenth of a mill on the dollar. This tax was declared "to be deemed a full compensation for all deficiencies in the income arising from the disposition of the lands donated to the State by Congress in trust for the University." This tax was increased to one-eighth of a mill on the dollar in 1883, and the increase is devoted to the maintenance of a chair of pharmacy and materia medica, and to an agricultural experiment station. The State tax in 1886 yielded $61,017.45. It now forms the chief resource of the University.

In 1879 an assembly hall and a library were completed at a cost of thirty thousand dollars. December 1, 1884, Science Hall was burned with all its contents. At its session that winter the Legislature appropriated out of the general fund of the State the sum of one hundred and fifty thousand dollars for a new Science Hall, machine shop, and boiler house; twenty thousand dollars for chemical laboratory; twenty thousand dollars for heating apparatus; a total of one hundred and ninety thousand dollars. Science Hall, first occupied in February, 1888, was the last of these buildings to be completed.

In 1885 a permanent appropriation, not to exceed five thousand dollars in any one year, was made for farmers' institutes. These will be treated of in another connection.

From private munificence the University has received Washburn Observatory, named in honor of the donor, the late Governor C. C. Washburn, at whose expense it was erected and equipped in 1878.

In 1878 Hon. John A. Johnson, of Madison, endowed ten scholarships of thirty-five dollars annual value each, and in 1888, Hon. John Johnston, of Milwaukee, established a scholarship of two hundred and fifty dollars per annum, in addition to a fellowship, mentioned elsewhere.

Board of Regents.—The method of election of the regents by the Legislature was abandoned in the reorganization, and the power of appointment was vested in the Governor. The president of the University was no longer to be a member of the Board. In both these respects events have shown that the new organization was faulty. The States generally have given the presidents of their Universities a voice in the deliberations and decisions of the boards of control. By this means the skill and experience of the president, and his intimate acquaintance with the condition and needs of the school of which he has immediate charge and for whose welfare he feels himself most responsible, are made available and effective. The almost universal agreement on the point among institutions of the kind indicates that experience has shown the *desirability of this* feature. Without it there is lack of mutual confidence and helpfulness, a constant tendency to irritation and conflict.

NEW SCIENCE HALL, UNIVERSITY OF WISCONSIN.

No other State besides Wisconsin, except Ohio, has ventured to leave so important a trust as the selection of regents in the hands of the Governor alone. However smoothly such a system as this may work under favorable circumstances, the possibility that the power of appointment may be used for political or personal ends is too great to warrant such a prerogative.

These objectionable features of the act of 1866 remain unchanged; but of late a movement has sprung up looking especially to securing for the alumni a voice in the election of regents and a representation in the Board. A bill to that effect was defeated in the Legislature in the session of 1887. A substitute bill, providing for elections by the people, after passing both houses was vetoed by the Governor on merely technical grounds. In all the legislative discussions upon the subject no valid objections were offered to the proposed plans upon their merits. Either of them would be an improvement upon the present system.

The Board of Regents consists of twelve members, of whom the State Superintendent is *ex officio* regent, two are appointed from the State at large, and nine from the respective congressional districts. The term is three years from the first Monday of February in the year of appointment, unless the member is sooner removed by the Governor.

Internal Progress.—The organic law of 1866 systematizes the University thus: The college of arts, the college of letters, and such other colleges as from time to time may be added thereto or connected therewith. Under the authority of this latter clause a law school was established, so that, as at present constituted, the University comprises three colleges: Letters, arts, law.

Sections 2 and 3 of the act point out the scope of the instruction:

"SECTION 2. The college of arts shall embrace courses of instruction in the mathematical, physical, and natural sciences, with their applications to the industrial arts, such as agriculture, mechanics, and engineering, mining and metallurgy, manufactures, architecture, and commerce; in such branches included in the college of letters as shall be necessary to a proper fitness of the pupils for their chosen pursuits, and in military tactics; and as soon as the income of the University will allow, in such order as the wants of the public shall seem to require, the said courses in the sciences and their application to the practical arts shall be expanded into distinct colleges of the University, each with its own Faculty and appropriate title.

"SECTION 3. The college of letters shall be coexistent with the college of arts, and shall embrace a liberal course of instruction in language, literature, and philosophy, together with such courses or parts of courses in the college of arts as the authorities of the University shall prescribe."

The long vacant presidency was filled by the election of Paul A. Chadbourne, then president of the Agricultural College of Massachusetts. J. L. Pickard had before this been offered the position, but de-

clined to accept. Doctor Chadbourne likewise had once refused to take the presidency. He had twice visited the State to inquire into the condition and prospects of the University, but feared that the admission of women to the full privileges of the University would prevent its growth and usefulness. Not until the Legislature of 1867 had passed an act allowing the regents to provide for women in a separate department and "under regulations and restrictions," was he prevailed upon to accept the presidency. Then, says Professor Carpenter, "he entered with great zeal and ability upon the task of a thorough reorganization of the University. A new Faculty was to be selected, new courses of study to be provided, the female college to be adjusted in its relations to the University, besides the numberless details and unforeseen difficulties that beset any new undertaking. So radical a change in the management of the University of course awakened more or less opposition, and the acts of the new managers were in some quarters severely criticised, but, on the whole, public sentiment sustained the new Board."

On account of ill health President Chadbourne resigned in 1870. For a year the University was again under the charge of Professor Sterling, as vice-president. In June, 1871, Rev. J. H. Twombly was elected president. After his resignation, January 21, 1874, John Bascom was chosen to the presidency, and held the office until June, 1887. T. C. Chamberlain, formerly State geologist and professor in Beloit College, now holds the position.

Professor Sterling was the only one of the former Faculty permanently retained after the reorganization. Yet the difficulty met with in securing a president necessitated a temporary retention of the professors under the old *régime*, as well as a continuance of the old course of instruction. Agriculture, however, was at once added to the list of studies. In 1867 the Faculty was wholly re-constituted, except that Professor Sterling, as above stated, was retained. A list of the successive additions to the Faculty, with the dates of the same, is appended for the purpose of showing the progress in the expansion of the university work and in the specialization and division of the various departments.

1867.

T. N. Haskell, *Rhetoric and English Literature.*
William T: Allen, *Ancient Languages and Literature.*
John B. Parkinson, *Mathematics.*

1868.

W. W. Daniels, *Agriculture.*
W. R. Pease, *Military Engineering and Tactics.*
John B. Fenling, *Modern Languages and Comparative Philology.*
John E. Davies, *Chemistry and Natural History.*
Addison E. Verrill, *Comparative Anatomy and Entomology.*

1869.

S. H. Carpenter, *Rhetoric and English Literature.*

1870.

Alexander Kerr, *Greek Language and Literature.*
R. D. Irving, *Geology, Mining, and Metallurgy.*
William J. L. Nicodemus, *Military Science and Engineering.*

1871.

John B. Parkinson, *Civil Polity and International Law.*

1875.

R. B. Anderson, *Scandinavian Languages.*

1876.

James C. Watson, *Director of Washburn Observatory.*
D. B. Frankenburger, *Rhetoric and Oratory.*

1880.

W. H. Rosenstengel, *German Language and Literature.*
J. C. Freeman, *English Literature.*
E. T. Owen, *French Language and Literature.*
E. T. Birge, *Zoölogy.*
A. D. Conover, *Civil and Mechanical Engineering.*

1881.

T: A. Parker, *Music.*
W. A. Henry, *Botany and Agriculture.*
Charles King, *Military Science and Tactics.*

1882.

E. S. Holden, *Astronomy.*

1883.

Lucius Heritage, *Latin.*

1884.

H. P. Armsby, *Agricultural Chemistry.*
C. A. Van Velzer, *Mathematics.*
W. H. Williams, *Greek.*
T: B. Power, *Pharmacy and Materia Medica.*
G. N. Chase, *Military Science and Tactics.*
C. R. Vanhise, *Metallurgy.*
William Trelease, *Botany.*

1885.

J. W. Stearns, *Science and Art of Teaching.*

1886.

Luigi Lomia, *Military Science and Tactics.*
Storm Bull, *Mechanical Engineering.*

1887.

Asaph Hall, *Consulting Director of the Washburn Observatory.*
C. R. Barnes, *Botany.*
G. C. Comstock, *Astronomy.*
J. E. Olson, *Scandinavian Languages and Literature.*
V. T. Atkinson, *Veterinary Science.*
S. M. Babcock, *Agricultural Chemistry.*

A few of these were, at the dates given, assistant professors, most of whom have since been promoted to full professorships. No mention is made in the above list of many instructors and assistants. Many named in the list were instructors before being elected to professorships; in very many cases they were advanced, after varying periods of service as tutors, on true civil service principles. Various successive changes in the titles of several of the chairs are not indicated in the above list. Further than this brief outline and suggestion of the lines and times of development in the respective departments, little can be added here.

At the time of the reorganization the need of better facilities for instruction in the various branches of physical science occupied attention most largely for the moment. The material development of the country after the Civil War brought into sharp contrast the desirable and the possible with the actual fruits of scientific teaching. The deficiency of the University in natural science was one of the principal causes of the public distrust, and it was these studies that assumed special prominence under the new order of things. In fact, the University of Wisconsin, especially in recent years, may seem to have leaned toward scientific rather than literary studies. But this is only apparent. It is due to the large appropriations for the erection of buildings for the scientific departments and for the supply of apparatus and appliances. The cost of furnishing the scientific departments is of necessity much greater than that which secures the outfit for the college of letters. But there has been no intention to give any preference to physical science, and future appropriations, which will doubtless be made, will temporarily give the same apparent preponderance to the literary courses.

The "modern classical" course was established in 1872, and has served as a model for similar courses in many private colleges in the West. The course was identical with the "ancient classical," except that German and French were substituted for the Greek of the latter course. The adoption of this course was a part of the general movement then prominent for replacing the traditional curriculum by studies of a more modern cast. The degree of bachelor of letters is given upon the completion of this course. A portion of the Faculty strongly advocated granting the same degree, bachelor of arts, to graduates in this course as was bestowed upon those who completed the ancient classical course; but it was finally decided not to give the new course the equal rank that this would imply.

A distinct course in general science was arranged in 1873. The English course, in which there is only one language required—and that a modern, French or German,—was adopted in 1886; the degree of B. L. (English) is given at graduation in this course.

The College of Arts now includes the general science course, and the special technical departments of agriculture, pharmacy, civil engineering, mining and metallurgical engineering, and mechanical engineer-

ing. The College of Letters embraces three courses; ancient classical, modern classical, and English.

In 1879 an increasing teaching force rendered it possible for the University to offer a wider range of studies than before, and also opportunity for more extended study in the several branches. A somewhat extended election of studies was granted in the Junior and Senior years. The system of prescribed studies for the first two years, with large opportunities for election in the last two years of the course, has since been maintained and improved. One year's study at the University, after having received the baccalaureate degree, or three years if carried on elsewhere, leads to the degree of master in the four general courses. Corresponding study and practice for one year, not necessarily, however, at the University, entitles the graduates in the special courses of the College of Arts to the degrees of civil engineer, mining engineer, metallurgical engineer, and mechanical engineer, in the respective departments.

The medical schools at Chicago having preoccupied the field, no attempt has been made since 1855 to establish a medical department in the University. If this addition of a school of medicine should be made, it would probably be established in Milwaukee, where alone in the State there are sufficient opportunities for clinical and surgical practice.

On the other hand, the capital city of the State, with a large law library and frequent sessions of courts, both State and National, offers unusual facilities for the study of law. The College of Law was opened in 1868, with five professors and fifteen students. The attendance in 1887-88 was 113. The course as at first established comprised but one year's work; afterward, it was enlarged to two years. The professors thus far have always been lawyers actively engaged in practice in the city of Madison. With a view to the improvement of the school in accordance with its growing importance as the principal training school for the profession in the North-West, the Board of Regents, in June, 1888, directed the president of the University to recommend a suitable person as dean of the law Faculty, who should give all his time to the work in the College of Law. The rapid increase in the number of students has also justified a considerable advance in the tuition fees charged. The new rates, which go into effect after 1889, will furnish means for the extension and improvement of the work.

Co-education.—Probably the most important change made by the reconstruction, at least as viewed from the stand-point of the time, was the open and avowed recognition of the claims and the right of women to an equal share in the benefits of higher education. They were no longer to find entrance to the University only under the shelter of a "normal department," or other annex. Section 4 of the act of 1866 declares, "The University in all its departments and colleges shall be open alike to male and female students." But in looking about for a president,

the regents were obliged to ask the State to recede slightly from this advanced position. Dr. Chadbourne, to whom the presidency was offered, refused it from fear that the University would lack public confidence and support on account of this dangerous innovation. To obviate this difficulty, the charter was amended the next year as follows: "The University shall be open to female as well as male students, under such regulations and restrictions as the Board of Regents may deem proper."

So early as 1857 the Board of Regents called attention to the success of co-education in the normal schools and higher academies of the Eastern States; and, while they felt that public sentiment in Wisconsin might not yet be ripe for the admission of women to the University, they announced their intention to prepare to meet the wishes of those parents who might desire to send their daughters there. But very little was done to carry out this plan for some years. In the spring of 1860 a ten weeks' course of lectures was given to a "normal" class of fifty-nine, of whom thirty were ladies. Thereafter no women appeared in the institution until 1863, when the regents opened the "department of the theory and practice of elementary instruction" in charge of Prof. Charles H. Allen. A three-years' course of study was arranged; but it was intended that women entering this department should enjoy substantially the full privileges of the University. This, then, was the first entrance of women into the institution in a regular course.

No substantial change in the female college course was made until 1868, when it was enlarged to four years. The recitations of the young women were separate from those of the young men. In 1871 the young women were allowed at their option to enter the regular college classes, chiefly on account of lack of a sufficient number of professors and instructors to carry on separate classes. But experience showed that no harm resulted, and that in some respects the admission of women on equal terms brought about a subs tantial improvement. Hence all discriminations were soon abolished.

The University thus entered upon the experimental test of the widely-mooted question of co-education. In the president's report for 1875 we find: "During the first year the young women have been put, in all respects, on precisely the same footing in the University with the young men. No difficulties have arisen from it. There were eight young women among the graduates at the last commencement. Their average scholarship was certainly as high as that of the young men, and they are apparently in good health." The Board of Visitors for 1877, however, thought that the health of the young women deteriorated in the University. As far as intellectual attainments were concerned, the difference, if any, was, they thought, in favor of the young women. But they were "deeply impressed with the appearance of ill health" presented. The hygienic condition of the University they regarded as excellent, and the only cause of ill health, in their opinion, was the

undue mental strain to which the young women were subjected. The visitors therefore recommended that more attention be paid to physical training, even if the course of study were not modified.

The president of the Board of Regents, replying to these criticisms, in his annual report deprecated the idea of limiting female students to a minor degree of culture by lowering the standard of education for them. On this point no compromise could be made with adverse opinion. But as regards the question of health the visitors seem to have drawn upon their imaginations. President Bascom took issue with them thus: "One thing we profoundly regretted in the report of the Board of Visitors, and that was the opinion expressed by them as to the health of the young women. * * * Contrary to the opinion of the visitors, the young women do their work with less rather than with greater labor than the young men, and certainly do not fall below them in any respect as scholars. We also believe this labor to be done by them with perfect safety to health, nay, with advantage to health, if ordinary prudence is exercised. The young women, whose health was primarily the ground of criticism, have improved in strength, rather than deteriorated, since they have been with us, though they have burdened themselves with extra work, which we do not counsel." A record of excuses kept by the president revealed the fact that the number of absences on account of ill health was relatively greater among the young men than among the young women. It was found also that a correspondingly large number of young men were compelled from the same cause to leave the University altogether. Further than this it was shown that the absences of the young women were almost exclusively in the lower classes, while those of the young men were evenly distributed through the entire course.

A slight concession was made, however, to the conservative feeling represented by the Board of Visitors. At the semi-annual meeting of the regents in January, 1877, resolutions were introduced in favor of restoring the female college. The subject was referred to a committee which, at the annual meeting of the regents in June, reported adversely to the resolutions, notwithstanding the representations of the Board of Visitors. The whole matter was then turned over to the Faculty of the University, with the request that they "report to this Board at its next meeting whether the course of study can not be so arranged as to relieve ladies from some of the severe studies, and allow them to take some others in lieu thereof, without increasing the number, cost, and labor of the teachers; and if so, in what way." The subject was referred to a committee of five, who submitted a report in November, 1877.

The committee were of the opinion that a complete separation of students according to sex would be impracticable, and that a partial separation in the same manner would be injudicious. Distrust and irritation on the part of patrons and students would result. The committee main-

tained that the physical strength of young women was fully equal to the task of maintaining a creditable standing in any of the courses of study, and they exposed the absurdity of the opposite view when they said, "It can not be presumed that a college course taxes to the utmost the physical power of young men, so that any presumed deficiency on the part of young women would debar them from attempting it." It was shown also that separate instruction would be impracticable. Young women were found in about equal numbers in the scientific and classical courses, and the separation proposed would make four classes instead of two, and would require four hours for recitation. The instructional force was not adequate to permit of such a duplication of instruction, and the committee were of opinion that a partial separation would not be advisable.

But in order to meet exceptional cases of physical weakness, and also to supply the wants of those desiring instruction in music, painting, and drawing, for which the regular course would not allow sufficient time, the committee proposed the adoption of a six-years' course, covering the regular modern classical studies. Students completing this course were to receive the same degree as those received who completed the course in the usual time. There was to be no lowering of the requirements for the degree; the object was simply to give more time for the completion of the course.

The report was accepted by the Faculty, and unanimously adopted by the regents at the meeting of the Board, January 15, 1877. Very few have chosen the six-years' course, but its establishment was undoubtedly beneficial.

The Board of Visitors for 1878, with the exception of one member who had been one of the Board that had, the year before, so severely criticised the health of the lady students, were "on the whole, not ill-pleased with the evidence of physical strength on the part of the ladies." But the Board recommended systematic physical exercise. The president reported that "the record of ill health, kept through the year, shows, especially in the upper classes, less interruption in work by ill health among the young women than among the young men. In the last Senior class the young women were one-fourth of the whole number; their absences from sickness were one-tenth. In the Junior class the first ratio was one-fourth, the second one-eleventh. We certainly see no proof that the health of the young women suffers with us from their work. There are clear indications to the contrary."

With this the discussion closed. The opponents of co-education were signally routed on the ground that they had chosen for the encounter. It was, in fact, the final struggle of the conservative feeling that was fast passing away. The opposition to the admission of women to the University did not openly rest upon hostility to their claims to higher *education; it* was professedly based upon the subordinate question of *physical capability* to perform the entire work accomplished by young

men in the University. But no reasons were advanced on this point that would not have applied with equal force to separate institutions for women; and it was finally shown that those who made much of this alleged ill health were mistaken in their facts and conclusions. On its merits, this issue also was decided against them. The question was now permanently set at rest as far as the University of Wisconsin is concerned. Never since has the propriety and expediency and the complete success of co-education been questioned here. The drift of public opinion everywhere is clearly toward the recognition of the justice of opening the doors of institutions of higher education to women equally with men. The example set by the young State Universities of the West is being followed, slowly though it be, by the older colleges of the East. In Europe, also, and especially in England, some progress has been made.

The University and the Common Schools.—The University was long in reaching its true place in the educational system of the State, and in establishing an organic connection with the common schools. Its real function was not served and the conditions of its highest usefulness attained until its relations as a part of the public school system were clearly defined and systematized.

The preparatory department was retained for many years after the reorganization of 1866. Candidates for admission to the college of letters were examined in the studies of the preparatory course, or their equivalents. These included Latin and Greek, which were not required for entrance into the College of Arts. When the modern classical course was established, candidates were examined in Latin in addition to those studies prescribed for the College of Arts; in 1874 some knowledge of German was made an additional requirement.

The standard of admission was raised as fast as could be done without wholly severing connection with the common schools. President Bascom, in his report for 1875, said: "We shall be glad to yield the entire field, a portion of which we now occupy with our Sub-Freshman classes, to the high schools, as soon as the interests of the University will allow us to do so. * * * Just at present, for the University to reject altogether preparatory students, would be to endanger a portion of its labor." In 1875 more stringent requirements for admission were exacted. The number of students taking a special or partial course was reduced by the more systematic and thorough examinations. The steady increase in the number and efficiency of the high schools enabled the University to raise the standard from year to year. Finally, in 1880, the preparatory department was abolished. But, owing to the lack of instruction in Greek in almost all the high schools of the State, a preparatory class in that study is still maintained.

In 1877 the system of accredited schools was adopted. A law of 1872 providing for free tuition to "all graduates of any graded school of the State who shall have passed an examination at such graded school sat-

isfactory to the Faculty of the University," indicates that even then the need of a closer and more methodical connection with the common schools was felt. In 1876 tuition was made free to all who had been residents of the State for one year. This was perhaps the immediate occasion of the system adopted the next year. Any high school of the State, whose course of instruction covers the branches requisite for admission to one or more of the colleges of the University, may make application to be entered on its accredited list. On such application, the University sends a professor to examine the course and methods of instruction in the school, and on his favorable report, enters it on the accredited high school list of the University. The graduates of high schools so entered are received by the University into any of its colleges for which they have been fitted, without further examination. This arrangement holds good until the administration of the high school is changed, or until notice is given by the University of unsatisfactory results. (Catalogue.)

Shortly after the professorship of the science and art of teaching was established, the subject of accredited schools was placed in the hands of the professor in that department. His supervision of the relationship between the University and the common schools greatly increases the advantages of the close organic connection already established. The influence of the University, reaching downward to the rest of the public school system, is made doubly beneficial and effective.

In June, 1888, there were fifty-six accredited high schools. Of these, only six were accredited for all courses. For ancient classical and general science courses, there was one; for modern classical and general science courses, seventeen; for modern classical, general science, and English, ten; for general science, ten; for general science and English, four; for the English course, eight.

Popular Aspect of the University.—The leaning in the West has been toward the "practical" in education, and the University has gained favor by meeting the demand, as far as possible, by liberal support of teaching in natural science and its applications in the arts. A too partial devotion to these departments is not fulfilling the high function of the University; yet the way is prepared for the recognition of the claims of all departments of study to State support. In order to achieve the success that is possible for it to reach, the University must be deeply rooted in the affections and pride of all the people of the State; it must be looked upon as the source of that which is highest and best in the life of the community, and the conditions of its prosperity and of efficiency for its work must be an object of greatest solicitude. During the last twenty years the University has been steadily gaining in public favor; but it does not yet command that general and enthusiastic devotion that a State University must command as a condition of full success, *and which is* exemplified in Michigan.

The popular attachment to the University must be close and strong.

From this point of view one of the most noticeable and important features of the University of Wisconsin, and one that is thus far peculiar to it, is the system of farmers' institutes carried on by the University. These are an illustration of that striving that is everywhere manifest to secure a more vital connection between the people and the higher institutions of learning. Thus the professor of the science and art of teaching employs a portion of his time in giving lectures in connection with teachers' institutes. In this way the University does much to scatter its fruits abroad. The farmers' institutes are also notable as an agency for the direct propagation of the influence of the University beyond its own walls. They were begun in 1885, and are held every winter. At the eighty-one institutes held in as many different localities during the winter of 1887–88, there were about fifty who read papers or delivered lectures. Some of these were noted specialists from other States. The total attendance was probably fifty thousand. The institutes have been instrumental in broadening the view, in awakening thought, in instilling ideas. They have already accomplished great material as well as intellectual benefits. Farmers have learned to take advantage of opportunities and resources that before were ill-understood or entirely unknown. Altogether, with its practical lessons, its stimulating discussions, and its intellectual quickening, the institute is an educational agency of undoubted potency. These are the immediate results. But as regards the University a most valuable and permanent service of the institutes will be to bring the people of the State into close and friendly relations with their own University. Many who would otherwise have little or no interest in the institution are learning to appreciate its claims to generous recognition and support.

But the special significance and value of the teachers' institute lectureship and the farmers' institutes lie in the fact that through these instrumentalities the University is brought into close relations with the people and with the educational and material progress of the State. In two directions the University has thus taken the lead in the matter of University extension.

Recent Progress.—Several changes and new features were introduced during the year 1888. Among these were special local examinations for admission, to accommodate candidates who live at a distance; the development of a civic-historical course antecedent to the study of law and journalism, and of a special science course antecedent to the study of medicine; the introduction of special courses for normal school graduates; the development of courses in Hebrew and Sanskrit; and the introduction of Spanish and Italian. The German seminary system has been introduced into several departments. The departments of original investigation and of extra-collegiate education have received more distinct recognition and development. Two departments of the University are devoted almost exclusively to original research,—the Washburn Observatory and the Agricultural Experiment Station. An increasing

amount of original investigation is done in other departments in immediate connection with instructional work. At least fifteen per cent. of the resources of the University will be devoted the coming year to this fundamental class of work. The publications of the Washburn Observatory and of the Agricultural Experiment Station are well known, and the latter, in particular, disseminates information of great interest and value. In two lines of extra-collegiate education, or "University extension," viz., the teachers' institute lectureship and the farmers' institute, the University is a successful pioneer.

The Hon. John Johnston, of Milwaukee, has endowed a fellowship on a financial basis of four hundred dollars per annum for two years. The Board of Regents have established eight fellowships, with an income of four hundred dollars a year each.

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II.

BELOIT COLLEGE.

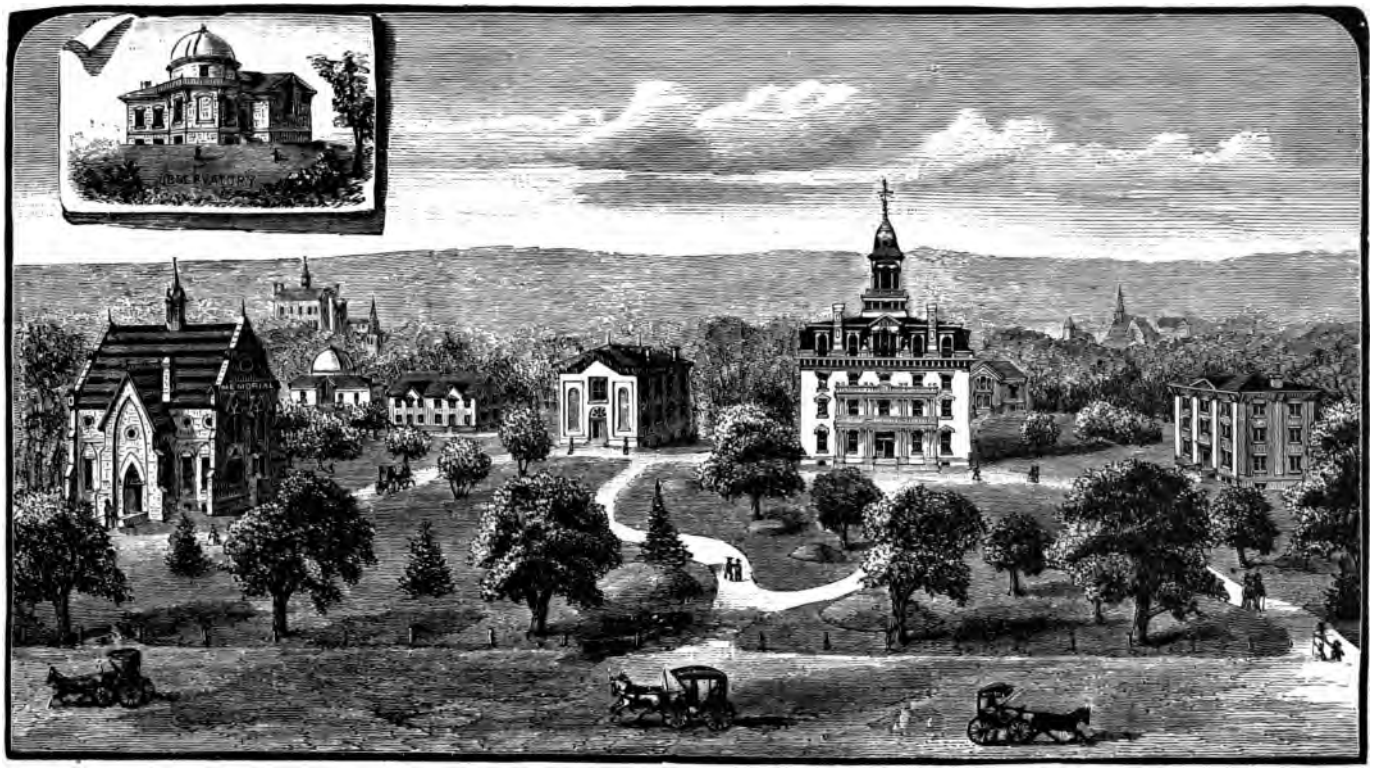
The course of migration in our country runs naturally from east to west on lines of latitude; there was thus a large infusion of New England elements in the stream of human life which first poured in to occupy the Territory of Wisconsin and northern Illinois. Puritan ideas of the home, the school, the church, and the college were transplanted and took root here with the first upturning of the prairie sod. They were especially cherished in the Congregational and Presbyterian churches organized. Hence, within ten years of the time when the Indian council fires were extinguished by the Black Hawk War, representatives of these churches were gathered in council, praying together and thinking on a college. These thoughts were deepened in conference with others at a convention of representatives of those two denominations from the north-western States, held at Cleveland, Ohio, in June, 1844. They became defined and matured in four successive conventions, held in that and the following year, for the specific purpose of considering what could be done for the promotion of higher education for Wisconsin and northern Illinois. These deliberations resulted in a unanimous judgment of a convention which numbered sixty-eight members, that a college for young men, and a female seminary of the highest order for young women, should be established, one in Wisconsin and the other in Illinois, near to the border line of the two States. The college was located at Beloit, Wis.; the female seminary was subsequently located at Rockford, Ill. In October, 1845, the fourth convention adopted a form of charter, and elected a Board of Trustees, to whom was committed the charge of carrying forward the enterprise. Beloit was selected as the place for the college because it was central and easy of access to the population of the two States, and because the people of that village had already evinced an interest in the work of education by sustaining a seminary which offered facilities superior to any found elsewhere in the region.

The Charter.—On application, the Territorial Legislature of Wisconsin enacted a charter for the college, approved February 2, 1846, and printed on pages 103–4 of the Laws of Wisconsin for 1846. The corporate title is "The Board of Trustees of Beloit College." By the act of incorporation the Board of Trustees consists of sixteen members, with power to increase the number to twenty-four. Any seven constitute a quorum for the transaction of business. The Board elects new mem-

bers for no definite term of service, but failure for more than one year to attend to the duties of the trust may create a vacancy. The charter specifies no particular requirements for membership.

Of the sixteen original trustees, one-half were clergymen and one-half laymen; one-half resident in Wisconsin and one-half in Illinois. The charter passes the administration of the college into the hands of the Board of Trustees, with broad general powers, subject to no direct supervision or control by the State or municipal authorities. The college is, however, always open to visitation, and, in accordance with a subsequent statute, a report of the condition of the institution is made annually to the State Superintendent of Public Instruction. The Congregational and Presbyterian churches of Wisconsin and northern Illinois are regarded as the proper constituency of the college; but the charter precludes the prescription of any religious tenets or opinions as qualifications required of instructors, or conditions of admission for students. Its aim is accordingly to give a Christian, but not a sectarian, education. The charter fixes the location of the college and all its departments in Beloit, and reserves to the Legislature full power to alter or repeal the act of incorporation. The Board of Trustees are empowered to confer on those whom they may deem worthy all such honors and degrees as are usually conferred by like institutions. The original charter has served the purpose of the college thus far without amendment or alteration.

The Object of the College.—The American college is an institution *sui generis*, developed by circumstances and conditions peculiar to this country. The founders of Beloit College had before them the type form, as presented in the colleges of the older States, especially in those of New England, and their aim was, not in servile imitation to copy a model, but as wisely as possible to adapt the leading ideas and features of those institutions to the fresh life and swift growth of the West. So the object of the institution they aimed to build was defined to be, to provide for the *thorough, liberal, Christian education of young men;* education being understood to mean chiefly a self-development of the individual under training to a true self-possession and a command of his best faculties. The design comprehends a training in language as the great instrument and condition of all culture, civilization, or thought; in mathematics and science, as means of both guiding the processes of investigation and thought, and furnishing the matter of learning; in the histories of nature and of man, as the sources of practical knowledge; and in those philosophic and moral principles necessary to complete the general preparation for a broad and useful life. Under the conviction that positive principles of religious faith are essential to right thought as well as to right life, the institution is intended to be a *religious college*—not denominational, but distinctly and earnestly evangelical. Its *endeavor is to* combine in its culture learning, religion, and morality, *so as to form habits* of thought, faith, and rectitude, which will best fit



BELOIT COLLEGE.

men alike to succeed in the world, to do the world good, and to realize the Christian's hope in the world to come.

History.—The Board of Trustees of Beloit College held their first meeting October 23, 1845, and took preliminary measures to secure a charter, select a location, and devise a plan for a building. The charter enacted by the Legislature was accepted October 13, 1846. On the 24th of June, 1847, the corner-stone of the first building was laid with appropriate ceremonies and public exercises. On the same day the first appointment of a professor was made, but that appointment was declined. The college was opened for its first class October 15, 1847, when five young men were examined, admitted as a Freshman class, and placed temporarily under the instruction of Mr. S. T. Merrill, then in charge of the Beloit Seminary. On the 23d of May, 1848, Mr. Jackson J. Bushnell was appointed professor of mathematics and natural philosophy, and Mr. Joseph Emerson professor of languages. These two gentlemen entered upon their duties at once, and to them was committed the class already received and the further internal organization and administration of the college. On the 21st of November, 1849, Rev. Aaron L. Chapin was elected president of the college. He entered upon the duties of that office February 1, 1850, and on the 24th of July of the same year he was formally inaugurated with public exercises held in a grove near the north-west corner of the college grounds. The first class was graduated July 9, 1851. Since then a regular succession of classes has been kept up.

Site and Buildings.—The site of the college is near the centre of the city of Beloit, on the south line of the State of Wisconsin, midway between Lake Michigan and the Mississippi River. The city is easily accessible from all directions. The population of the city is about five thousand.

The college grounds inclose an area of twenty-four acres. The premises are bounded by streets on every side, and the surface is diversified by groves and ravines, presenting a broad and elevated plateau fronting to the east, and on the west sloping down nearly to the level of Rock River, from which it is separated by a street and a narrow tier of lots on the west side.

There are six college buildings:

1. Middle College, begun in 1847, was finished so far as to be occupied the following year. The attic is occupied by students' rooms. The remainder—three stories—is devoted to lectures, recitations, and laboratory work. Its cost was about ten thousand dollars, mostly donated by citizens of Beloit with the original site.

2. North College, a dormitory of brick, erected in 1854. The cost was about eight thousand dollars, a small portion of which was contributed for the specific purpose.

3. The Chapel, erected in 1858. The cost was about six thousand dollars, one-half of which was contributed by the citizens of Beloit.

4. South College, costing five thousand dollars, was erected in 1868, to furnish additional dormitory accommodations. It has since been remodelled to serve temporarily as a chemical laboratory.

5. Memorial Hall was erected in 1869, in honor of more than four hundred sons of the college who took part (forty-six of whom died) in the War for the Union. Its cost was twenty-six thousand dollars, provided for mostly by special donations for the object, gathered in the region. The vestibule is devoted to tablets and memorials of the War. The main building is occupied by the library and the cabinet. The library contains upward of thirteen thousand volumes. The permanent library fund is about twenty-five thousand dollars. The libraries of the literary societies number about one thousand volumes.

6. The Gymnasium was erected in 1874, at an expense, including apparatus, of three thousand nine hundred dollars, contributed chiefly by alumni and members of the college and citizens of Beloit.

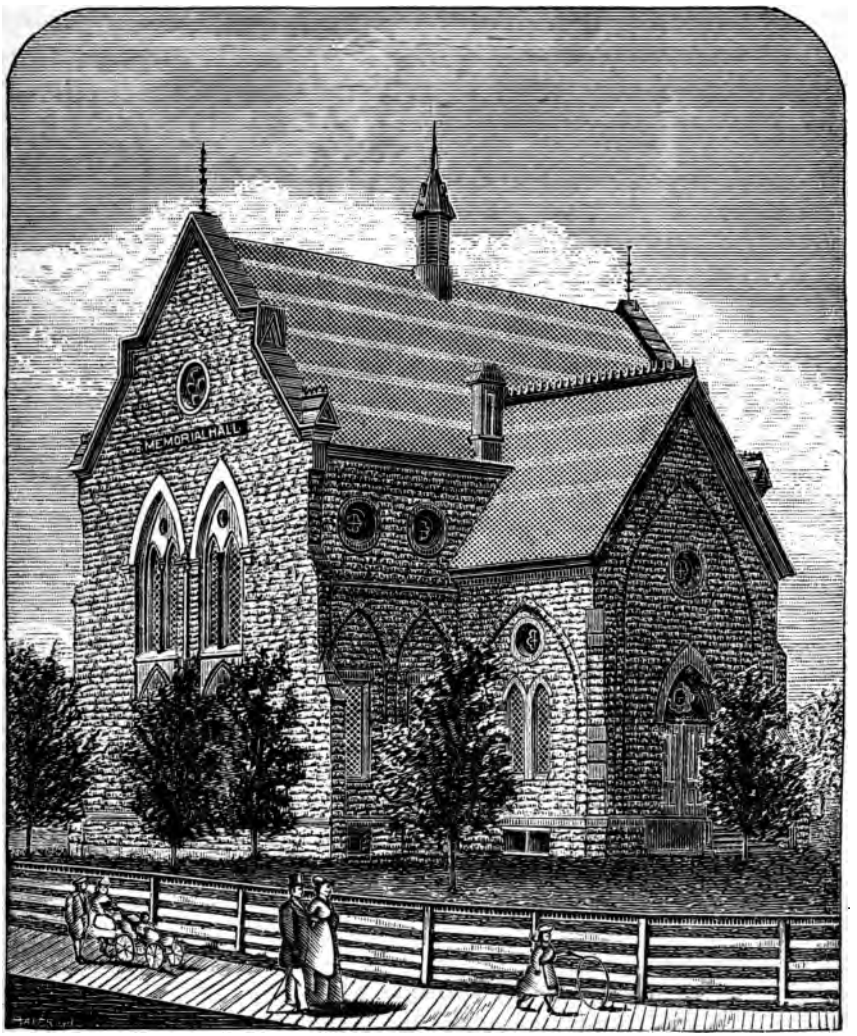
7. The Astronomical Observatory was presented to the college by the liberality of Mrs. J. S. Merrick, as a memorial to her brother, Mr. John F. Smith, whose name it bears. The observatory is fully equipped with all the usual accessories, including a standard mean time clock, with which a time service is maintained in the city of Beloit. Meteorological observations are also published daily.

8. In 1883 the college purchased the residence and grounds of the late Judge Keep, situated on the brow of the hill south of the college grounds. The building is at present used for recitation-rooms and dormitory purposes, but it is expected that it will give place to some structure designed directly for college uses.

Plans have been drawn for a building suitable to the growing wants of the preparatory school, which is to be erected at once. It is hoped that a science hall and a more commodious chapel may soon be built.

Later History.—On the 8th of July, 1857, at the close of the first decade of the life of the college, a convention of its friends was held, when Prof. J. Emerson delivered a historical address, and resolutions were adopted recognizing the Divine favor to the enterprise, and commending the college anew to the confidence of the friends of thorough education, with an earnest appeal for contributions to increase its resources. The annual commencement, July 14, 1869, was made an occasion of special interest by the formal dedication of the Memorial Hall, erected in honor of those connected with the college who had served in the War for the preservation of the Union. Hon. Matthew H. Carpenter, United States Senator from Wisconsin, delivered an oration, and several of the alumni and distinguished soldiers of the War gave brief addresses. In connection with the commencement of July 9, 1872, the twenty-fifth anniversary of the opening of the college was commemorated by appropriate exercises, in which representatives from the trustees, the Faculty, and the alumni bore a part.

President Chapin, after a service of thirty-six years, resigned in 1886,



MEMORIAL HALL OF BELOIT COLLEGE—LIBRARY.

and was succeeded in the presidency by Rev. E. D. Eaton, a former graduate of the college. The inauguration of the new president, November 4, 1886, was the occasion of a large gathering of the alumni and friends of the college generally.

The number of students in attendance during the collegiate year 1887–88 was 265. Of these, 59 were in the regular college course, and the remainder in the Academy, or preparatory school.

The whole number of graduates up to and including 1887 is 371. The classes of 1886 and 1887 each numbered sixteen. The college first began its work with the distinct object of training Congregational and Presbyterian ministers, and it held to that object with such tenacity that several whole classes became ministers. A map of the United States, says one writer, was shown, with the places where graduates of Beloit College had been pastors marked with red. Wisconsin and northern Illinois were studded close with these red dots, which covered over all the Western States quite thick, and were sprinkled all over the rest of the United States from New England to the Pacific. Out of 311 graduates 107 are clergymen or theological students, 12 of whom are missionaries.

A very large number have adopted teaching as a profession. Of editors Beloit has furnished some distinguished examples. Of lawyers and law students there have been 55 among the graduates of the college, and of physicians and medical students 21. These professions include the majority of the graduates. Of the 311 alumni 28 are dead. Of the rest nearly all are filling positions of usefulness and influence.

The work of the college is now distributed to two departments:

I. The College proper, with two parallel courses:

(*a*) A classical course, giving prominence to ancient languages and literature.

(*b*) A philosophical course, combining with Latin a wider range of science and of modern languages.

II. The Academy. This comprises three courses of study: a classical, a scientific, and an English or business course. The classical course gives ample preparation for college; the scientific course prepares for the philosophical course in the college, and for the best schools of technology in the country. The English course meets the wants of those not intending to enter college, but wishing those studies helpful to an entrance upon a business life, or teaching.

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III.

LAWRENCE UNIVERSITY.

(*Chiefly from the Alumni Record*, 1881.)

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The number of students the first year was about sixty. The accommodations were meagre, the surroundings in many respects disagreeable, and the means very scanty. But the school had an excellent reputation from the start, and increased in popularity. The sacrifices of those who had the immediate management were very great, and at times the prospects quite discouraging.

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In 1865 Dr. Mason retired from, and the Rev. George M. Steele was elected to, the presidency of the University. Fourteen years of untiring labor he devoted to the interests of Lawrence University, establishing there thorough Christian spirit and scholarship. In 1879 Dr. Steele resigned, and Dr. E. D. Huntley was elected to the presidency. The latter, in turn, was succeeded by Dr. Bradford P. Raymond, in 1883.

Like nearly all the colleges in the country, Lawrence University had its struggle with debt. Not until the commencement of 1880 could the president announce the college free from debt. But the revenues were not sufficient to meet the annual expenses, and it was necessary to make up the deficiency by donations and gifts, as far as possible, until such time as the productive property should be sufficient to provide the necessary revenues. Dr. Huntley's labor to secure the necessary funds was strenuous, and met with considerable success.

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RIPON COLLEGE
W. BERTRAM
ENG.

IV.

RIPON COLLEGE.[1]

Beginnings.—On a pleasant hill of what is now the city of Ripon, in the autumn of 1850, two men might have been seen marking out the location of a college building. This was done amid the jeers of some, the indifference of others, and with but slight anticipation, on the part of any interested, of the real significance of this small beginning. Only one of those concerned in the undertaking made any pretension to a liberal education, and none of them were men of wealth.

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The next step was the obtaining of an act of incorporation, and under the name of Brockway College the new institution became known to the people of the State. The purpose of the corporation was declared to be "to found, establish, and maintain at Ripon, in the county of Fond du Lac, an institution of learning of the highest order, embracing also a department for preparatory instruction."

It was now decided that it would be best to enlist some religious denomination in the enterprise. Accordingly a proposition was made to the Winnebago District Convention of Presbyterian Ministers and Churches to adopt the institution. The trustees offered to transfer all the property for four hundred dollars, but the churches were just beginning their work and felt too poor to accept the proposal. The minister at Menasha, however, Rev. J. W. Walcott, bought the property

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and was succeeded in the presidency by Rev. E. D. Eaton, a former graduate of the college. The inauguration of the new president, November 4, 1886, was the occasion of a large gathering of the alumni and friends of the college generally.

The number of students in attendance during the collegiate year 1887–88 was 265. Of these, 59 were in the regular college course, and the remainder in the Academy, or preparatory school.

The whole number of graduates up to and including 1887 is 371. The classes of 1886 and 1887 each numbered sixteen. The college first began its work with the distinct object of training Congregational and Presbyterian ministers, and it held to that object with such tenacity that several whole classes became ministers. A map of the United States, says one writer, was shown, with the places where graduates of Beloit College had been pastors marked with red. Wisconsin and northern Illinois were studded close with these red dots, which covered over all the Western States quite thick, and were sprinkled all over the rest of the United States from New England to the Pacific. Out of 311 graduates 107 are clergymen or theological students, 12 of whom are missionaries.

A very large number have adopted teaching as a profession. Of editors Beloit has furnished some distinguished examples. Of lawyers and law students there have been 55 among the graduates of the college, and of physicians and medical students 21. These professions include the majority of the graduates. Of the 311 alumni 28 are dead. Of the rest nearly all are filling positions of usefulness and influence.

The work of the college is now distributed to two departments:

I. The College proper, with two parallel courses:

(*a*) A classical course, giving prominence to ancient languages and literature.

(*b*) A philosophical course, combining with Latin a wider range of science and of modern languages.

II. The Academy. This comprises three courses of study: a classical, a scientific, and an English or business course. The classical course gives ample preparation for college; the scientific course prepares for the philosophical course in the college, and for the best schools of technology in the country. The English course meets the wants of those not intending to enter college, but wishing those studies helpful to an entrance upon a business life, or teaching.

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for the convention, agreeing to transfer it to that body whenever it was able to take it. One of the conditions of the trustees was that the building should be so far completed that a school should be opened in 1853. Mr. Walcott took possession of the property in November, 1852, and enlarged the grounds by the purchase of land adjoining. Two rooms on the east side of the building were soon finished, and a school for young ladies was opened in June, 1853. The first teacher was Miss Martha J. Adams, and the number of pupils for the first term sixteen. In September a young men's department was added, Mr. Walcott assuming the control of both departments as principal, and remaining in charge three years.

In February, 1855, a new charter was obtained, and two years later Mr. Walcott conveyed to a Board of Trustees, designated by the convention, the grounds and building. During that year liberal subscriptions were obtained, and a second building, now known as Middle College, was erected. The financial disaster of the country in this year, together with a debt incurred in building, a second time crippled the resources of the school. Yet it struggled on till June, 1861. At that time many of the young men enlisted in the "Ripon Rifles," the first company that went from Ripon to aid in the War for the Union, and teachers and scholars devoted themselves to the work of fitting out the new volunteers. During the summer vacation the trustees leased the grounds to the Government for a camp. The white tents of the First Wisconsin Cavalry dotted the campus till the last of November, while troops occupied the East Building and used some of the rooms of Middle College for hospital purposes.

For nearly a year after this Mrs. C. T. Tracy and Miss Martha Wheeler, who had been connected with the school for two years previous, gave private instruction to a class of young ladies. To the fidelity of these two women in this crisis, the continuous existence of the school is due.

In July, 1862, a notable meeting was held by the Winnebago District Convention, to decide whether the institution should live or die. Its friends rallied to its support and raised a subscription which partially paid the debt. The trustees accordingly reopened the school, in September, with Rev. E. H. Merrell at its head. This gentleman was then recently graduated from Oberlin College, and has now been longer connected with the institution than any other professor. The school grew so rapidly, and its prospects seemed so favorable, that in April, 1863, the trustees began the organization of a permanent Faculty. Rev. William E. Merriman, of Green Bay, a graduate of Williams College, was elected president, and Rev. E. H. Merrell professor of languages.

At the opening of the term in September, 1863, the first college class was formed. During that year the debts were all paid, the library was begun, and amendments to the charter were obtained, among other things changing the name of the institution to Ripon College.

In 1866, three years after the permanent organization of the college,

NEW LADIES' COTTAGE, RIPON COLLEGE.

the school had outgrown its accommodations, and by the following year a third building, now West College, was erected and occupied. A laboratory has since been erected. The growing requirement for room has also necessitated the building of a "Ladies' Cottage," which will be much more pretentious in appearance and proportions than the name would indicate. The new building will be commodious, beautiful, and complete in all its appointments. The building was completed in the spring of 1888.

Charter Powers and Control of the College.—The charter of the college incorporates the Board of Trustees of Ripon College, fifteen in number, including the president of the college, who is *ex officio* a trustee. The others hold office for three years, one-third retiring each year. The Board fills its own vacancies. It has power to establish any department of learning, to confer the usual degrees, to control the finances, and in general to manage the affairs of the college.

Design and Character.—Young men and young women enjoy equal advantages at Ripon. It is the aim of the institution to keep its standard fully up to that of the best western colleges, and its methods in harmony with the most enlightened views of education. It aims also to furnish a thorough preparation for the pursuits of college courses, and to provide a sound practical education for such as may desire to fit themselves for common school teaching or for business. It is likewise the earnest purpose of the officers of the institution to conduct it on distinctively Christian principles, and to have it pervaded with a strong and healthy moral and religious influence.

The institution comprises the following departments: The college, the preparatory school, the English academy, and the school of music. In the college two liberal courses of study—the classical and scientific—have been arranged, each extending through four years. The courses of preparation extend through three years. Besides these regular courses of study a select course, extending through five years, has been arranged for such as are unable to take either of the degree courses. The course of study in the English academy extends through three years.

Information about Ripon College may be obtained from Historical Sketches of the Colleges of Wisconsin (Madison, Wis.: Atwood & Culver, 1876); Proceedings of the Quarter Century of the Society for the Promotion of Collegiate and Theological Education at the West, pp. 175–82; Historical Sketch of Ripon College, in the Ripon Enterprise, October, 1876; History of Ripon, by Captain Mapes; History of Fond du Lac County; Catalogues of Ripon College; files of the College Days.

V.

RACINE COLLEGE.[1]

Racine College was founded in 1852, under the auspices of the Episcopal Church in the diocese of Wisconsin. It was incorporated by act of the Legislature March 3d of that year. The first president was the Rev. Roswell Park, D. D., a graduate of West Point and Union College, and for some time a professor in the University of Pennsylvania.

For its real estate and its first building, the old Park Hall (destroyed by fire in 1864), the college was mainly indebted to citizens of Racine. An early circular states that "the location is a beautiful one, on the southern margin of Racine, traversed by the main street of the city, in an oak grove, fronting on Lake Michigan, and commanding an extensive view of the lake in its ever-varying phases." The school opened on the 15th of November with nine students, closing with thirty-three the next summer.

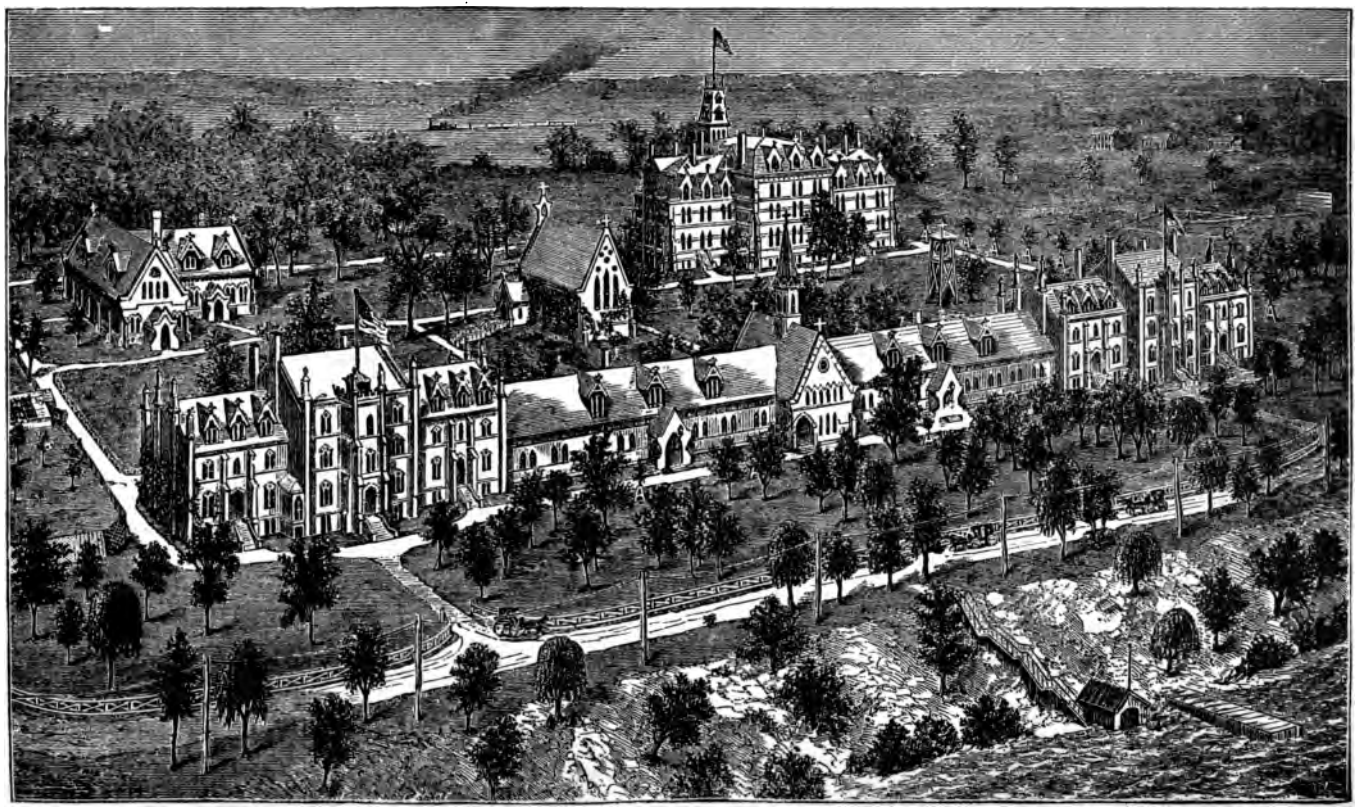
There were from the outset arrangements for two departments, preparatory and collegiate. There were also two courses, the "full course," intended to comprehend a full classical education, and the "shorter course," constituting a preparation for business.

The degree assigned to the latter was that of bachelor of science. This was the degree generally taken during the earlier years of the college. The classical course was apparently thorough, but much less advanced than at the present day, though perhaps equal to that of the majority of American colleges thirty years ago. The degree of bachelor of arts, however, was only granted to six candidates between the years 1852 and 1859.

The moral supervision was somewhat more strict than is the case at the majority of colleges. The religious worship from the first was, of course, in accordance with the formularies of the Episcopal Church, and attendance at the chapel services, morning and evening, was enforced.

The new school was soon in a flourishing condition, and increased from year to year until it had attained to the number of eighty students in 1856–57. In the summer of that year, July 4th, the corner-stone of Kemper Hall was laid, subscriptions having been obtained in Racine to the amount of twelve thousand dollars. But in 1857–58, the period of the great financial crisis, the decline in numbers was so rapid as to

[1] From Racine College Register, 1885–86.



RACINE COLLEGE.

threaten the very existence of the youthful institution. It also became impossible to collect subscriptions previously made. The deliberations which ensued bring us to a new epoch in the history of the college.

The preparatory department of Nashotah Seminary had not long before received a new organization, and had been placed in charge of the Rev. James DeKoven. This school was known as St. John's Hall. It was now determined to call DeKoven to Racine, and to transfer the students of St. John's to Racine College, thus combining the two institutions and making Racine the preparatory school for Nashotah. This plan was carried into effect in the autumn of 1859. Dr. Park, through whose zeal and energy such substantial foundations had been laid, retained his connection with the college as chancellor, but retired from the active management of affairs. DeKoven was appointed rector, and assumed the entire responsibility.

A complete reorganization was effected, substantially after the present model. The genius of DeKoven soon gave the school a wide reputation, and its numbers rapidly increased; nevertheless, the presence of so large a proportion of candidates for orders, together with the relation now assumed toward Nashotah, led to a wide-spread impression that the institution was exclusively a theological seminary or school, an impression which has not yet entirely faded from the public mind. But while there was a preponderance, for a time, of students destined for the ministry, and while the preparation of such students was declared to be an especial object of the college, it was never the exclusive object, and each year brought a larger number destined for all walks of life and seeking simply a liberal education, until in 1865 the statement of theological preparation as a special object finally disappears from the catalogue.

The new statutes of 1862–63 indicate the ideal which was now had in view. The first was as follows: "Racine College shall be a Christian home for the training of the youth committed to its care in Christian virtue and sound learning." In accordance with this, much stress is laid in the circulars and catalogues upon the family organization, and this is still the underlying idea which distinguishes Racine. The following are some of the general principles of government and discipline: "To trust as far as possible to the honor of the boys, and at the same time to observe sufficient watchfulness to prevent secret disobedience;" "To insist upon obedience as a duty to God, and to encourage by every means possible the voluntary confession of offences;" "To govern the boys by means of a certain number selected for their fitness and general good conduct, who shall be the honored students of the college."

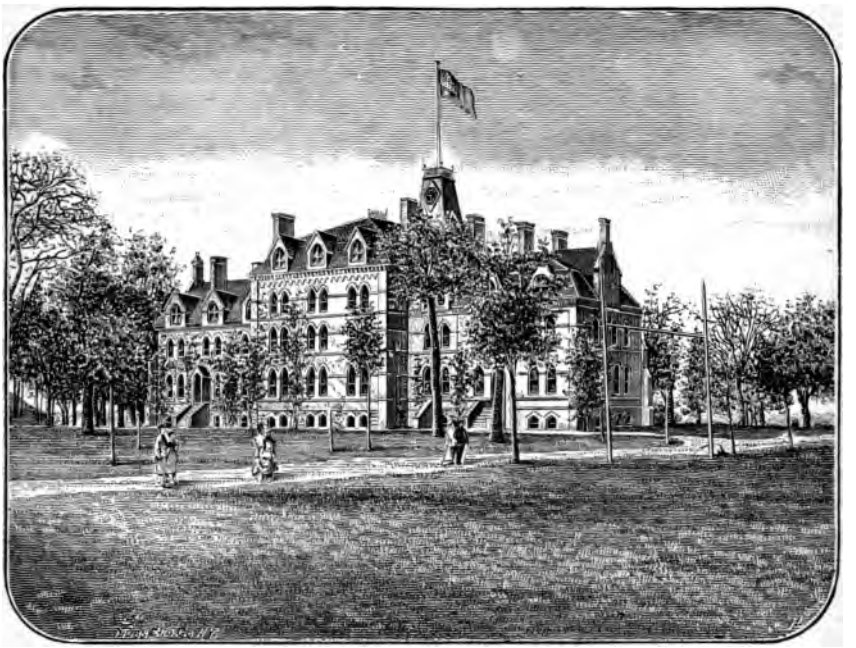
In the primary organization much was borrowed from the tried and time-honored systems of the great English public schools, but with careful adaptations from the first to the conditions and requirements of American life and character. Further modifications were introduced as time and experience dictated, but the fundamental princi-

ples have remained unchanged. During the period from 1859 to 1875–76, the college and grammar school were nearly homogeneous, much the same rules being in force and the same surveillance exercised in the one as in the other. In the development of the organization, and in establishing the discipline of the school, DeKoven was ably seconded by Mr. E. B. Spalding, as head-master and afterward sub-warden. But while the formation of the moral and spiritual life, and the establishment of a high tone and character in the school, absorbed much of the attention of Dr. DeKoven during these early years, there was also a steady advance in intellectual strength and efficiency.

From 1858 Prof. Homer Wheeler ably filled the chair of mathematics. Steps which indicate the progress of the college as an institution of learning were the addition to the Faculty of the late Dr. Passmore in 1862, for twenty years previously professor in St. James's College, Maryland; of Dr. Dean in 1865, as professor of Latin and Greek; of Dr. Hinsdale, since president of Hobart College, in 1867; and of Drs. Elmendorf and Falk a little later. Although there remained still much room for improvement in the course, the Faculty of 1868 was a body of men which would adorn any institution.

Under the combined influences of a carefully developed method of moral and spiritual training on the one hand, and of an effectual intellectual culture on the other, the growth of the college was vigorous and rapid. The time seemed to have arrived for a new adjustment. Hitherto the college had been closely connected with the diocese of Wisconsin, but it was now determined to make it a more general institution, and to place it under the patronage of the bishops and clerical and lay trustees from several adjoining States of the West and North-West. It was believed that it would be possible by a legitimate and natural development to establish here a true University, which should promote the cause of sound learning in the North-West, and at the same time vindicate for religious and moral culture its true place in education, as opposed to the secularism and materialism which have become so widely spread. In 1875 the requisite changes in the statutes and internal organization were made, looking toward the establishment of a "University for the North-west." The college was organized in more distinct separation from the lower school, and in other respects its discipline was modified with reference to a higher development of intellectual life. Additions to the Faculty in close connection with these changes were the Rev. J. H. Converse, A. M. (Harvard), in 1872, as Dr. Dean's successor, and somewhat later the Rev. F. S. Luther, A. M., in the chair of mathematics, and Robert C. Hindley, A. M., as professor of chemistry, both of Trinity College.

Racine is well known as a place where religious principles are fearlessly taught and moral guidance carefully insisted upon; but few, *except those who know it* most intimately, are aware how steady and per-



TAYLOR HALL, RACINE COLLEGE.

sistent has been the endeavor to raise the intellectual tone, and to make both college and grammar school second in thoroughness to none in the country.

Up to the present date the college has lacked those endowments which are essential to give permanency to the work. With the exception of the several prize funds, as stated in the catalogue, the only endowment Racine possesses, besides its ninety acres of land and its substantial buildings, is the Taylor foundation of thirty thousand dollars for the benefit of orphan sons of the clergy and candidates for holy orders. This was derived from the legacy of Mrs. Isaac Taylor in 1866.

In this state of things the loss in 1879 of that commanding genius which had for so many years guided the destinies and shaped the life of the college, was a severe blow. But the work of DeKoven has proved strong enough to endure, and, without any departure from the great principles of education so long maintained, it is believed that the internal organization and discipline were never better, the intellectual work never more effective, than at present. There is every ground of hope that with a body of officers and instructors sincerely committed to the principles which have been here asserted, a Board of Trustees exercising a wise guidance of her substantial interests, and an army of devoted sons who have gone forth from her fostering care during these thirty years, and who never fail to respond to appeals in her behalf, Racine College may fulfil the designs of her founders and vindicate the great principles of education for which she has invariably contended.

The above sketch is taken from the Year-Book of Racine College, 1887–88. A Historical Sketch of Racine College was prepared for the Centennial Exposition.

VI.

MILTON COLLEGE.

In the summer and fall of 1844 an humble structure for the use of an academic school was erected in the village of Milton. The institution was established with no other purpose than to accommodate the young people of the immediate vicinity. There was no expectation that it would ever become a first-class academy or college.

The nature of the locality and the character of the inhabitants have materially aided the enterprise. The intermixture of small prairies and woodlands with rich alluvial soils attracted, in an early day, the notice of the pioneers of the East, and led to the closely compact settlement of the country. The position, on a broad, rolling upland, one of the highest elevations between Lake Michigan and the Mississippi River, and one hundred and thirty feet above the beautiful Rock River, which flows around in nearly a half-circle at the distance of six to eight miles, is one of exceeding healthfulness. The scenery is surpassingly delightful.

The present inhabitants migrated principally from New England and New York. A few families came from Scotland and Pennsylvania. All were acquainted with the workings of public schools, and some with the advantages of an academy. The ideas of education first formed by an experience under the school system of Massachusetts, and remoulded afterwards in the midst of the thrift and greatness of the Empire State, guided those who built up and patronized the school. One of the first teachers in the institution says: "Nowhere else have I ever witnessed the exhibition of more zeal and public spirit in the behalf of education."

It was expected that a few of the young people of this section might here fit themselves to enter some college, either in the West or in the East; but the instruction to be given in the school was designed almost exclusively for two purposes, viz, to aid young men in qualifying themselves for the ordinary business pursuits, and both young men and young women to prepare themselves for teaching in the public schools. From the beginning every advantage which was to be offered to young men in the academy was also to be offered to young ladies. They both were to recite in the same classes. A school of this kind, it was thought, would tend to induce families coming into this new country to settle in the vicinity of the place. Many persons were moving at the time into this region, and a well-regulated and enterprising academy would compensate them in part for the educational facilities which they left behind them in the East.

The academy was opened in December, 1844, as a select school. For the first two or three years the average annual attendance was about seventy.

In the winter of 1847–48 the citizens of the place combined together to secure a charter for the school, and to place it under the control of a Board of Trustees. Up to this time it had been solely under the management of Hon. Joseph Goodrich, who had sustained all the losses for the teacher's salary and the incidental expenses. The advantages which the school had conferred upon the community were marked and satisfactory. It was settled that a school with academic privileges could be maintained here. The people had been partially educated to foster such an institution, and to look forward to its assuming a higher and more permanent position. Accordingly, an act of incorporation was obtained from the Wisconsin Territory February 28, 1848, granting to seven trustees the exclusive control of the school, which was entitled the "Du Lac Academy," a name that was never popular, nor used beyond the charter and the correspondence of the officers of the school.

In 1849, under the guidance of energetic and enthusiastic instructors, a decided impulse was given to the school. Young people from localities twenty or thirty miles distant joined the classes, and the attendance was raised to over a hundred a year.

For the want of suitable accommodations the school was suspended two-thirds of the year in 1853. It became evident that better facilities by way of buildings, apparatus, and cabinets must be furnished or the enterprise must be abandoned. A larger Faculty must also be secured, and regular courses of study be adopted. A greater number of the people in the section must be enlisted in the support of the academy and money contributed to place it in a better working condition. With this result the history of the school as the Du Lac Academy ended.

The awakening of a new interest in the school led to the formation of a larger association of the citizens; and a new charter was obtained from the Legislature March 31, 1854, naming the institution the "Milton Academy."

From the opening of the fall term, 1851, Prof. A. C. Spicer had the supervision of the academy most of the time for seven years. After his resignation in 1858, the trustees, failing in several efforts to obtain a successor, prevailed upon Rev. W. C. Whitford, then the pastor of the Seventh-Day Baptist Church of Milton, to assume the charge during the following fall term. Afterward he consented to remain in the same position the balance of the year. Finally he resigned the pastoral charge of the church, and became permanently connected with the school as the principal.

At the time scarcely any other place could have been more uninviting. Heavy debts for the erection of the buildings had been contracted; the community was sharply divided on questions which were connected

with the management of the academy; a rival institution had been opened in the place; and several academies within twenty-five miles of Milton had sprung into existence.

The institution closed its operations under the charter as an academy July 2, 1867, in consequence of its incorporation as a college. A review of its history for the last thirteen years, under the title of the Milton Academy, will furnish the reasons why its friends sought and obtained the college charter. Beginning with the attendance of about one hundred students per year, the school registered, in 1866, four hundred and twenty-one pupils. Seventy-three students—thirty-nine gentlemen and thirty-four ladies—had graduated in all the courses of the academy. The opposition academy organized in the place had perished soon after its opening. All classes of people were united in maintaining the school at a high standard. While the institution had been sustained mainly by the means and labors of the Seventh-Day Baptists, yet it was very largely patronized by the young people from the other religious denominations in this section. Over five thousand dollars of the indebtedness had been cancelled. In all these thirteen years not the debt of a single dollar for teachers' salaries had been contracted, nor an obligation against the institution, in any form, had been added to the indebtedness. The philosophical and chemical apparatus had been enlarged, and some valuable collections had been made for the botanical and geological cabinets. The basement of the main hall had been refitted for boarding accommodations, and the grounds ornamented with shade trees. Several thousand dollars in subscriptions had been received for the enlargement of this hall, and about five thousand dollars for an endowment fund.

Three courses of study had, most of the time, been sustained; namely, the normal and English, the scientific, and the classical, each extending over a period of four years. In the normal department a large part of the work of the institution was performed. It was organized under the regulations of the normal regents of the State from 1858 to 1865, and received some aid each year from the normal school fund. During the last eight years nearly one hundred teachers were annually prepared for the public and private schools. The report of the State Superintendent for 1866 states that one hundred and fifty-nine students were in the normal classes of the academy, and that eighty-one of this number taught during that year. The Wisconsin Journal of Education for 1864 said that "no academy in the State furnishes so many teachers for the surrounding schools as this." The members of this department were trained for their profession, not only by daily recitations in the studies of the prescribed course, but by lectures and discussions on the different principles and methods of education. The students who were pursuing the scientific and the classical courses had an opportunity to *fit themselves* for the Junior classes in our colleges. In these the *modern and the ancient* languages were most carefully taught. **Marked**

attention was given to the natural sciences and the higher mathematical studies. The more advanced students—both gentlemen and ladies—often expressed the wish that the institution would add to its curriculum the studies of the last two years of the college courses. Eighty-five students were found, at the close of the academic year for 1867, ready to form the Freshman and Sophomore classes, under the organization of the college.

It was no hasty or ill-advised movement on the part of the friends of the school in obtaining a college charter with university privileges. The responsibility and toil in building up such an institution were carefully considered, and the risks to be encountered were thoroughly canvassed. The act incorporating the college passed the Legislature of the State in February, 1867, and was formally accepted by the stockholders of the institution March 13th following. The charter grants the privilege of conferring degrees, and prohibits the exaction of any religious test or qualification of any trustee, officer, professor, teacher, or student of the institution.

It was resolved to unite both the academic and the collegiate courses of study, an arrangement which the institution has since pursued in common with most of the colleges in the West. There are now three courses of study—a classical course, a scientific course, and a teachers' course. The classical course embraces all the studies of both the preparatory and the collegiate departments, excepting those in the modern languages. Graduates from this course receive the degree of bachelor of arts. The scientific course accommodates those students who prefer the study of the German and the advanced English languages to that of the Greek. Graduates from this course receive the degree of bachelor of science. In the teachers' course special attention is given to the preparation of students for teaching in the public schools of the State.

The above sketch is in part taken from the Historical Sketch of Milton College, prepared for the Centennial Exposition, 1876.

The other chief sources of information respecting the college are the annual reports to the Bureau of Education at Washington, to the Superintendent of Public Instruction of Wisconsin, and to the Education Society of the Seventh-Day Baptists of the United States.

VII.

GALESVILLE UNIVERSITY, WAYLAND UNIVERSITY, AND CARROLL COLLEGE.

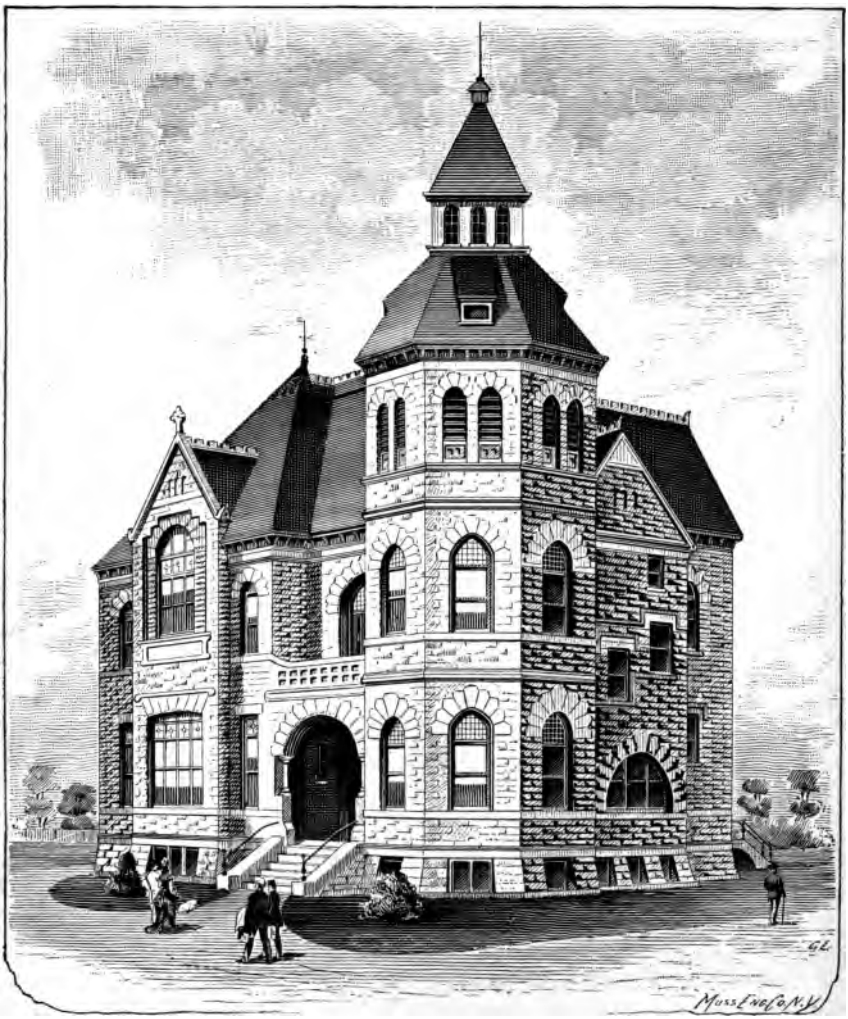
Galesville University.—The charter for this institution was obtained January, 1854, by Hon. George Gale, who procured also the organization of the new county of Trempealeau, with its seat at the incipient village of Galesville, which was to be the location of the University. At first designed by the founder as an independent institution, the Methodist Episcopal Conference of West Wisconsin in October, 1858, accepted the official control of its management, in conjunction with a local Board, as tendered by its trustees. It was planned as a University proper, with the several departments appropriate to such an organization, and some of these were for a time in actual operation. The building of a college edifice, begun in 1858, was completed in 1862. In 1859 the preparatory department was opened with Rev. Samuel Fallows as principal, and Hon. Geo. Gale as president of Faculty and lecturer in law and history. Scholarships were issued to obtain funds for building, and these after several years were redeemed in exchange for lands owned by the University, so that little was left for the maintenance of instruction except the agricultural farm attached to the building.

Rev. Samuel Fallows was succeeded at the end of two years by Rev. J. S. Farleer, and he again by Rev. Harrison Gilleland in 1865, who as president of the Faculty remained at the head of the institution till 1877. At this date a change was procured in the terms of the charter through the agency of the local trustees and the consent of others, which transferred to the Presbytery of Chippewa, in the Presbyterian body, the prerogative of control in the choice of a majority of the trustees. John W. McLaury was then chosen president, and served for six years. The building was enlarged soon after, and a department of military instruction was added. January 6, 1884, the interior of the school building was destroyed by fire, and was restored for use in 1886. Rev. J. Irwin Smith, D. D., succeeded President McLaury in the duties of that office, and has continued to discharge them to the present time.

The institution has now an establishment admirably equipped with buildings and teachers, and a fair library, together with apparatus for *thorough* college work, in a region unsupplied by any other agency of *like grade, and* with fair promise of enlargement and rapid progress.[1]

[1] This sketch is contributed by President J. Irwin Smith.

GALESVILLE UNIVERSITY.



NEW CARROLL COLLEGE, WAUKESHA.

In addition to the colleges whose histories have been related in the foregoing pages, many others have been established and have met with varying degrees of success. Very often, indeed, these schools started with prospects fully as bright as those had that have secured a permanent footing. But some found the field already occupied, some were organized on too narrow a basis, while some, on the other hand, attempted too much work, failing as colleges when they might have attained great success as academies; owing to these and various other causes, most of them have perished. Several, however, are still in existence as academies, sometimes adding also the first year or two of collegiate work. Carroll College, for instance, now an excellent academy, granted degrees for some years, and Wayland University still offers part of a college course.

Wayland University. — Wayland University, at Beaver Dam, was chartered January 31, 1855. The same year instruction began, the intention being to conduct a regular college, introducing other departments as occasion required. Mistakes in management and the poverty of the Baptists of Wisconsin prevented the realization of the plans of the founders. Instead of a college curriculum, the Freshman and Sophomore years are all that have been attempted in addition to preparatory and academic work. Through varying fortunes the school continued doing first-class academic work until, in the fall of 1876, a small Freshman class was organized. About 1876 a movement for an endowment culminated in the collection of thirty-five thousand dollars. The school has at present a Faculty of eight—three gentlemen and five ladies, and in the fall of 1887 had ninety-four students.

Carroll College.—Carroll College, at Waukesha, was chartered by act of the Council and House of Representatives of the Territory of Wisconsin, approved January 31, 1846. For some years preparatory instruction was carried on in rooms procured for that purpose. On September 11, 1850, Rev. John A. Savage, D. D., of Ogdensburg, N. Y., was elected president, and filled the duties of that position until April 7, 1863. A building was erected in 1852, and was occupied the following year. College classes were formed, and four classes, numbering nineteen young men, were graduated in the years 1857, 1858, 1859, and 1860. Owing to financial difficulties and the excitement due to the outbreak of the Civil War, the college was poorly sustained for the ensuing year, and on the 5th of December, 1860, the trustees took action suspending instruction.

The institution was reopened in September, 1863, under the charge of Prof. Wm. Alexander, and continued for nearly two years.

After a year's further suspension the trustees offered the charge of the institution to W. L. Rankin, a graduate of Princeton College, and at that time principal of one of the graded schools of Elizabeth, N. J. He accepted the offer and opened the school March 5, 1866. Since

then a persistent and earnest effort has been made to raise the institution to a position of permanent stability.

An academic course has been maintained, and one thousand and sixty-two pupils have been enrolled (1886). Since 1876 diplomas have been conferred upon its graduates. The possession of this diploma entitles the graduate to admission to the University of Wisconsin without examination. Students have been sent to Princeton, Yale, Williams, Lafayette, Wabash, Wooster, Ann Arbor, Lake Forest, and to the different colleges in our own State. Many have entered schools of law and medicine without further collegiate preparation. About two hundred have become teachers.

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY.

EDITED BY HERBERT B. ADAMS, PH. D

No. 1.

THE COLLEGE OF WILLIAM AND MARY.

BY HERBERT B. ADAMS. (*Published* 1887.)

No. 2.

THOMAS JEFFERSON AND THE UNIVERSITY OF VIRGINIA.

BY HERBERT B. ADAMS. (*Published* 1888.)

No. 3.

HISTORY OF EDUCATION IN NORTH CAROLINA

BY CHARLES L. SMITH. (*Published* 1888.)

No. 4.

HISTORY OF HIGHER EDUCATION IN SOUTH CAROLINA.

BY COLYER MERIWETHER. (*Published* 1889.)

No. 5.

EDUCATION IN GEORGIA.

BY CHARLES EDGEWORTH JONES. (*Published* 1889.)

No. 6.

EDUCATION IN FLORIDA.

BY GEORGE GARY BUSH. (*Published* 1889.)

No. 7.

HIGHER EDUCATION IN WISCONSIN.

BY WILLIAM F. ALLEN AND DAVID E. SPENCER. (*Published* 1889.)

During 1889 will be published, in addition to the above, (1) History of Education in Indiana, by Prof. J. A. Woodburn (*in press*); (2) History of Federal and State Aid to Education, by Frank W. Blackmar (*in press*); (3) History of Education in Ohio, Michigan, and Illinois, by Prof. Geo. W. Knight (*nearly completed*); (4) History of Education in Alabama (*in press*).

The Bureau has also in course of preparation monographs on the educational history of Maine, Massachusetts, New Hampshire, Vermont, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Delaware, Maryland, District of Columbia, [illegible], Tennessee, Mississippi, Louisiana, Texas, Arkansas, Kansas, Missouri, Iowa, Wisconsin, Nebraska, Nevada, California, and Oregon.

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